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**Lesson  
1****Complete Subjects and Predicates****Teaching**

A **sentence** is a group of words that expresses a complete thought. Every complete sentence has two basic parts: a subject and a predicate.

The **complete subject** includes all the words that tell whom or what the sentence is about.

The rays of the sun give energy to the earth.

The **complete predicate** includes the verb and all the words that tell what the subject is or what the subject does.

Energy is needed for work.

**Identifying Complete Subjects and Complete Predicates**

Underline the complete subject once and the complete predicate twice.

**EXAMPLE** The energy in food makes our muscles work.

1. People of long ago used animals as a source of energy.
2. Strong animals plowed fields for farmers.
3. Coal, oil, and natural gas are called fossil fuels.
4. Fossil fuels come from the remains of prehistoric plants and animals.
5. The earth contains a limited supply of fossil fuels.
6. Modern humans use fossil fuels more than any other type of energy.
7. Energy from the sun is stored in oil, wood, and coal.
8. Waterfalls or rapids produce energy.
9. Many early cotton mills were built near waterfalls.
10. The energy of the water ran the machinery in the factory.
11. Inventors introduced the steam engine.
12. Hydroelectric plants now make use of water energy in rivers and waterfalls.
13. Many appliances need electrical energy to work.
14. Electricity is necessary for the modern way of life.
15. Wind energy turns windmills.
16. The energy of the wind also moves boats with sails.
17. Solar furnaces collect the sun's rays with mirrors.
18. Solar energy cells can heat a home even in winter.
19. The gasoline engine produces energy for our cars.
20. Nuclear power plants change nuclear energy into electrical energy.
21. All these kinds of energy are important to life on Earth.

# Complete Subjects and Predicates

## More Practice

### A. Identifying Complete Subjects and Predicates

Draw a vertical line between the complete subject and the complete predicate in each of the following sentences.

**EXAMPLE** Water power | is an important energy source.

1. Petroleum is the most widely used fossil fuel.
2. The production of electricity and steel requires a large amount of coal.
3. The cleanest fossil fuel is natural gas.
4. Natural gas heats many homes and factories.
5. Solar cells convert the light of the sun into energy.
6. A strong and steady wind is necessary for successful conversion of wind power into energy.
7. Tidal power produces a very small amount of energy.
8. The battery-like fuel cell makes electricity chemically.
9. Some cities get electricity by burning trash.
10. Scientists and engineers are developing better sources of energy for the future.

### B. Using Complete Subjects and Predicates

On the line to the right of each item, write how each group of words could be used: **CS** for a complete subject or **CP** for a complete predicate. Then use each group of words in a complete sentence, adding a complete subject or complete predicate as needed.

**EXAMPLE** bright sunlight *CS*

*Bright sunlight streamed through my window this morning.*

1. a strong wind

\_\_\_\_\_

2. floated down the river

\_\_\_\_\_

3. electric cars

\_\_\_\_\_

4. wrote a report

\_\_\_\_\_

**Lesson  
1**

# Complete Subjects and Predicates

*Application*

## A. Revising by Adding Details

Add details to the subjects and predicates to make more interesting sentences.

1. Wind blows.

\_\_\_\_\_

2. Machines work.

\_\_\_\_\_

3. Electricity flows.

\_\_\_\_\_

4. Windmills turn.

\_\_\_\_\_

5. The sun shines.

\_\_\_\_\_

6. Cars need.

\_\_\_\_\_

## B. Writing with Complete Subjects and Complete Predicates

Imagine that you have taken these notes for a report. As you review your notes, you will rewrite fragments as complete sentences. Write the following notes as sentences that have complete subjects and predicates. If you like, you may combine two or more fragments in a single sentence.

Geothermal power. Produced when water comes into contact with heated rocks under the earth. Steam trapped underground. Power companies drill into steam. Steam turns turbines. Produces electricity. Advantage—no pollution. Cheap source of electricity. Geothermal plants in Italy, Japan, Philippines, U.S. Not a main source of energy today. Could be in the future.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Simple Subjects

## Teaching

The **simple subject** is the main word or words in the complete subject. Words that describe the subject are not part of the simple subject. In the following sentences, the simple subjects are underlined.

Athletes all over the world enjoy extreme sports.

COMPLETE SUBJECT

COMPLETE PREDICATE

If a proper name is used as the subject, all parts of the name make up the simple subject.

Dr. Evans at the sports clinic treats many sports injuries.

COMPLETE SUBJECT

COMPLETE PREDICATE

## Identifying Simple Subjects

Underline the simple subject in each sentence.

1. Extreme sports are a new kind of entertainment.
2. Participants in these sports sometimes ignore the danger.
3. The athletes enjoy the great challenge in each sport.
4. Great skill is needed for mountain biking.
5. The rider travels down a high hill or mountain on a narrow track.
6. A cross-country biker follows a rough course over a long distance.
7. The position of the rider's body is very important in mountain biking.
8. Only brave swimmers use surfboards in giant waves.
9. A new extreme sport is body surfing.
10. The body surfer rides the waves without a board.
11. Both arms of the body surfer must be extended in front.
12. The feet must be together.
13. Body surfers on a wave dive underwater as they get close to the beach.
14. Another popular ocean sport is body boarding.
15. Regular surfers stand on their surfboards.
16. Body boarders lie down on their stomachs.
17. Some athletes do spinners and El Rollos on their body boards.
18. Another extreme sport is skydiving.
19. Several sites on the Internet give information about extreme sports.
20. Sports equipment is also advertised.

**Lesson  
2****Simple Subjects****More Practice****A. Identifying Simple Subjects**

Underline the simple subject in each of the following sentences.

1. The sport of wakeboarding is becoming very popular.
2. The water-skier uses a large board instead of water skis.
3. A powerful boat pulls the wakeboarder across the water.
4. The wakeboarder makes the board do whole and half turns in the water or in the air.
5. Some people consider off-road in-line skating another extreme sport.
6. Great endurance is needed when skating on a beach or over rough ground.
7. Another new sport is snowboarding.
8. The rider of a snowboard stands sideways on the board.
9. An extreme snowboarder goes from the top of a mountain to the bottom using only the snowboard.
10. Falls are very common in this sport.

**B. Writing Simple Subjects**

Choose one of the following simple subjects to complete each sentence below.

|          |        |              |              |
|----------|--------|--------------|--------------|
| athletes | Cavers | Parachutists | mountaineer  |
| bikes    | rafts  | stunts       | Snowboarders |

1. A \_\_\_\_\_ is a person who climbs the tallest mountains of the world.
2. \_\_\_\_\_ explore deep underground caverns.
3. White-water \_\_\_\_\_ must be made of tough material.
4. \_\_\_\_\_ sometimes choose to jump off high mountains.
5. Mountain \_\_\_\_\_ must be made strong for riding over rough roads.
6. \_\_\_\_\_ use special bindings to keep their feet from slipping off the board.
7. Dangerous \_\_\_\_\_ can cause serious injuries.
8. Well-trained \_\_\_\_\_ must work out constantly to keep in shape.

# Simple Subjects

## Application

### A. Writing Simple Subjects in Sentences

Use each of these words as the simple subject in a sentence.

1. danger \_\_\_\_\_  
\_\_\_\_\_
2. climbers \_\_\_\_\_  
\_\_\_\_\_
3. athletes \_\_\_\_\_  
\_\_\_\_\_
4. reporters \_\_\_\_\_  
\_\_\_\_\_
5. safety \_\_\_\_\_  
\_\_\_\_\_
6. excitement \_\_\_\_\_  
\_\_\_\_\_

### B. Revising

Read this paragraph carefully. In some sentences, the writer has left out some of the simple subjects. When you find a sentence without a simple subject, insert this proofreading symbol  $\nearrow$  and write a simple subject in the space above it.

**EXAMPLE** Extreme <sup>sports</sup>  $\nearrow$  are not for everyone.

TV has made extreme sports very popular. Now can watch athletes try seemingly impossible stunts. One new sport is called skysurfing. The wears a regular parachute. A specially designed board is strapped to the feet. The jumps out of the plane when it reaches the proper altitude. The is not open yet, so the skysurfer is freefalling through the air at 120 miles per hour. The is moved with the feet so the athlete can perform spins and flips. Finally the opens. The surfer floats safely to the ground.

Lesson  
3

## Simple Predicates, or Verbs

## Teaching

The **simple predicate**, or **verb**, is the main word or words in the complete predicate. In the following sentence, the simple predicate, or verb, is underlined.

Many unusual plants grow in the rain forest. (*grow in the rain forest* is the complete predicate)

VERB

The verb can be a single word as in the sentence above, or a **verb phrase**, as in the sentence below.

Exotic animals can be found there.

VERB PHRASE

**Verbs** are words used to express actions, conditions, or states of being. **Linking verbs** tell what the subject is. **Action verbs** tell what the subject does, even when the action cannot be seen.

## Identifying Simple Predicates, or Verbs

Underline the simple predicate, or verb, in each sentence.

1. Most of the rain forests grow near the equator.
2. The temperature in the rain forest remains hot all year long.
3. Rain falls nearly every day in some part of the forest.
4. Humid air makes the rain forest uncomfortable for most people.
5. More types of trees grow in the rain forest than anywhere else on earth.
6. Some trees reach 200 feet in height.
7. The trees block the sunlight from the floor of the forest.
8. People walk through the forest with little trouble.
9. Some rain forests contain a jungle.
10. A jungle forms in certain sunny areas of the forest.
11. Dense plant growth makes travel through the jungle difficult.
12. Rain forests harbor about half of all the species of plants in the world.
13. Flowering plants bloom all year long.
14. Air plants thrive on the branches of trees.
15. Ferns and orchids are two kinds of air plants.
16. Other plants twine around the branches and trunks of trees.
17. Many different kinds of birds and reptiles live in the forest.
18. Colorful parrots eat fruits and nuts from the trees.
19. Monkeys swing from tree to tree.
20. Lizards and snakes slither among the branches.



**Simple Predicates, or Verbs****More Practice****A. Identifying Simple Predicates, or Verbs**

Underline the simple predicate, or verb, in each of the following sentences.

1. The Amazon rain forest is the biggest in the world.
2. Other rain forests grow in Africa, Asia, and islands in the Pacific Ocean.
3. All rain forests stay green throughout the year.
4. Thundershowers soak the rain forest frequently.
5. The tops of the tallest trees form an upper canopy over the forest.
6. Slightly shorter trees make a lower canopy high above the forest floor.
7. Some animals live their entire lives between the upper and lower canopy.
8. They never descend to the ground.
9. Sloths feed on the abundant leaves in the canopy.
10. Anteaters and opossums hang by their tails from the tree branches.

**B. Writing Simple Predicates, or Verbs**

Choose one of the following simple predicates, or verbs, to complete each sentence below.

|      |       |         |       |      |
|------|-------|---------|-------|------|
| live | roam  | fly     | build | sip  |
| hop  | study | contain | eat   | grow |

1. Colorful toucans \_\_\_\_\_ from branch to branch in the rain forest.
2. Hummingbirds \_\_\_\_\_ nectar from the flowering trees.
3. Several kinds of frogs \_\_\_\_\_ from branch to branch.
4. Deer, hogs, and other animals \_\_\_\_\_ through the forest.
5. They \_\_\_\_\_ roots, seeds, leaves, and fruit.
6. Termites \_\_\_\_\_ huge colonies.
7. Different nuts and fruits \_\_\_\_\_ on the many trees.
8. Parts of some plants \_\_\_\_\_ special medicines.
9. Scientists \_\_\_\_\_ the many plants and animals in the rain forest.
10. A few native people \_\_\_\_\_ in small villages in the forest.

**Lesson  
3****Simple Predicates, or Verbs***Application***A. Writing Simple Predicates, or Verbs, in Sentences**

Use each of these words as the simple predicate, or verb, in a sentence.

1. spread \_\_\_\_\_  
\_\_\_\_\_
2. shelter \_\_\_\_\_  
\_\_\_\_\_
3. give \_\_\_\_\_  
\_\_\_\_\_
4. make \_\_\_\_\_  
\_\_\_\_\_
5. save \_\_\_\_\_  
\_\_\_\_\_

**B. Revising**

Read this paragraph carefully. In some sentences, the writer has left out the simple predicates, or verbs. When you find a sentence without a simple predicate, or verb, insert this proofreading symbol  $\wedge$  and write a verb in the space above it.

**EXAMPLE** Rain forests <sup>serve</sup> $\wedge$  as a precious natural resource.

Rain forests places of great natural beauty. They contain more species of plants and animals than any other forests in the world. Many plants rare and valuable. Some animals in one particular rain forest and nowhere else. In the past, few people lived in the forest. Most visitors just to study the plants and animals. Today, more people want the products of the forest. They valuable trees, such as mahogany and rosewood. They capture some of the rare animals and reptiles. Others claim the land itself. They the rain forest for their farms and ranches. Miners for valuable minerals. Many people fear for the unique plants and animals of the rain forest.

# Verb Phrases

## Teaching

The simple predicate, or verb, may consist of two or more words. These words are called the **verb phrase**. A verb phrase is made up of a main verb and one or more helping verbs.

A **main verb** can stand by itself as the simple predicate of a sentence.

The human brain directs our bodies.

MAIN VERB (ACTION)

Our brain is very important.

MAIN VERB (LINKING)

Helping verbs help the main verb express action or show time.

The brain could be called the body's control center. (*could be* is the helping verb; *called* is the main verb)

### Common Helping Verbs

|               |                                                    |
|---------------|----------------------------------------------------|
| Forms of be   | is, am, are, was, were, be, been                   |
| Forms of do   | do, does, did                                      |
| Forms of have | has, have, had                                     |
| Others        | may, might, can, could, will, would, shall, should |

## Identifying Verb Phrases

Underline the verb phrase in each sentence. Include main verbs and helping verbs.

1. The human brain is receiving messages all the time.
2. Some messages are telling the brain about conditions in the body.
3. Our senses will send messages about the world around us.
4. The brain can process the messages very quickly.
5. It can guide the body's reactions in an instant.
6. Our brain could be compared to a library, a storage area of information.
7. Even our thoughts and emotions are coming from the brain.
8. No other animals' brains have developed as highly as human brains.
9. I can do many activities impossible for other animals.
10. What other animal can write a song or a poem?
11. Do you know the three main parts of the brain?
12. The cerebrum has been studied by many scientists.
13. Damage to the cerebellum might cause a problem with balance.
14. Certain body functions are controlled by the brain stem.
15. Special x-ray machines may teach us more about the brain.
16. Some brain diseases have been discovered with these machines.

**Lesson  
4****Verb Phrases****More Practice****A. Identifying Main Verbs and Helping Verbs**

Underline the main verb once and the helping verb twice in each of the following sentences.

**EXAMPLE** Scientists are learning new information about the brain.

1. The human brain is studied by many kinds of scientists.
2. Some have been looking at the chemicals in the brain.
3. The wrong balance of chemicals could change our thoughts or actions.
4. Other scientists are learning about diseases of the brain.
5. They might study brain waves with special instruments.
6. Powerful machines can take detailed pictures of the brain.
7. Doctors may try new medicines for certain diseases.
8. Some researchers are studying processes of thought and memory.
9. Exactly how does the brain work?
10. We may know the answer to that question in the future.

**B. Writing Verb Phrases**

Add a helping verb to complete the verb phrase in each sentence below.

1. \_\_\_\_\_ you understand the thought patterns of animals?
2. Scientists \_\_\_\_\_ been doing studies on animal brains.
3. For a long time they \_\_\_\_\_ known that the brains of other animals are more simple than human ones.
4. They \_\_\_\_\_ know for sure that worms and insects have groups of nerve cells.
5. These animals \_\_\_\_\_ gather information from their senses.
6. They \_\_\_\_\_ react to things but cannot think.
7. The brains of sharks and other fish \_\_\_\_\_ remained rather simple over time.
8. These animals \_\_\_\_\_ listed far below squirrels in brain power.
9. The chimpanzee's brain \_\_\_\_\_ be classified as most like the human brain.
10. No one \_\_\_\_\_ discovered an organ as complex as the human brain.

# Verb Phrases

## Application

### A. Writing Sentences Using Verb Phrases

Make a verb phrase by adding a helping verb to each main verb below. Then write a sentence using the verb phrase. Underline the verb phrase.

**EXAMPLE** collect

*The brain can collect information rapidly.*

1. think

\_\_\_\_\_

2. feel

\_\_\_\_\_

3. read

\_\_\_\_\_

4. remember

\_\_\_\_\_

5. react

\_\_\_\_\_

6. sleep

\_\_\_\_\_

### B. Writing Using Verb Phrases

Use at least four of the following verb phrases in a story. Write the story on the lines below and underline the verb phrases that you have used. If you like, you can change the tense of the verbs in your paragraph.

is thinking

did stop

will discover

could be compared

should use

are working

can take

have been made

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson  
5**

# Compound Sentence Parts

*Teaching*

A **compound subject** is made up of two or more subjects that share the same verb. The subjects are joined by a conjunction, or connecting word, such as *and*, *or*, or *but*.

Dogs and cats are the most common household pets.

COMPOUND SUBJECT

PREDICATE

A **compound verb** is made up of two or more verbs that share the same subject. The verbs are joined by a conjunction such as *and*, *or*, or *but*.

Unusual pets demand and receive more care.

SUBJECT

COMPOUND VERB

## Identifying Compound Sentence Parts

In each sentence, underline the words in the compound subject or the compound verb. Do not underline the conjunctions that join the words. On the line to the right, write **CS** for compound subject or **CV** for compound verb.

1. Canaries and parakeets are popular pets. \_\_\_\_\_
2. Some canaries sing and chirp merrily all day long. \_\_\_\_\_
3. Parakeets say and repeat words and sounds. \_\_\_\_\_
4. Tropical fish and goldfish are also common pets. \_\_\_\_\_
5. Fancy aquariums or plain glass bowls are in many homes. \_\_\_\_\_
6. Lively fish dart and hide among the rocks and seaweed on the bottom of the tank. \_\_\_\_\_
7. Hamsters or guinea pigs make good pets for people who live in a city. \_\_\_\_\_
8. These animals mainly eat and play in small cages. \_\_\_\_\_
9. Proper food and water are necessary for all pets. \_\_\_\_\_
10. Many pets enjoy and appreciate special treats occasionally. \_\_\_\_\_
11. In the country, some children raise and train different farm animals. \_\_\_\_\_
12. Horses and goats may become their pets. \_\_\_\_\_
13. Sometimes, rabbits or chickens are raised as pets. \_\_\_\_\_
14. Any pet grows and thrives in a caring home. \_\_\_\_\_
15. Neither wild animals nor exotic reptiles should be kept as pets. \_\_\_\_\_
16. Some untamed animals chew or rip furniture. \_\_\_\_\_
17. Others carry and spread unusual diseases among the family. \_\_\_\_\_
18. Loyal pets and caring owners make the best combination of all. \_\_\_\_\_

**Compound Sentence Parts****More Practice****A. Identifying Subjects and Verbs**

In the following sentences underline the subjects once and the verbs twice.

**EXAMPLE** My dog chases and returns a thrown stick.

1. Jamie washes and brushes his Irish setter often.
2. Jamie's dog and his cat are good friends, most of the time.
3. The veterinarian checks and inoculates the pets as needed.
4. Jamie's family buys and serves healthy foods to the pets.
5. The loyal setter loves and protects Jamie in return.
6. The cat and her kittens keep life busy and entertaining.

**B. Using Compound Subjects and Compound Verbs**

Combine the sentence pairs to form a new sentence with the sentence part in parentheses. Use the conjunction—*and*, *or*, *nor*, or *but*—that makes the most sense.

**EXAMPLE** The fish in my aquarium swim all day. They eat all day.  
(compound verb)

*The fish in my aquarium swim and eat all day.*

1. Gerbils exercise on a small wheel. Hamsters exercise on a wheel too.  
(compound subject)

- 
2. The hamster's cage should be cleaned often. It should be scrubbed, as well.  
(compound verb)

- 
3. Sometimes my cat purrs when I come home. Other times when I come home, she meows. (compound verb)

- 
4. Cats enjoy playing with balls of yarn. Kittens also enjoy playing with balls of yarn. (compound subject)

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5. Faithful dogs are good companions for many people. Faithful cats are good companions for many people, too.
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**Lesson**  
**5**

# Compound Sentence Parts

*Application*

## A. Sentence Combining with Compound Subjects and Compound Verbs

Write sentences using these compound subjects and compound verbs.

1. barks or growls

\_\_\_\_\_

2. parakeets and canaries

\_\_\_\_\_

3. feed and water

\_\_\_\_\_

4. mice and gerbils

\_\_\_\_\_

5. watch and protect

\_\_\_\_\_

## B. More Sentence Combining

Revise the following paragraph, using compound subjects and compound verbs to combine sentences with similar ideas. Write the new paragraph on the lines below. You may need to change some verbs to make the verbs agree with the compound subjects.

You can teach many animals to do tricks. Dogs will roll over for a treat. They will beg for one too. Cats can learn very simple tricks. Birds can learn very simple tricks as well. As a trainer, your job is simple but time-consuming. You show the pet what to do. You tell the pet what to do. You repeat the process many times. Your pet repeats the process over and over as well. When your pet does the trick correctly, praise your pet. Also reward the pet. Treats make good rewards for a job well done. Pats are a good reward, also. Remember that tricks can be difficult for your pet. Patience is needed to teach a pet good tricks. Hard work is needed to teach a pet, too.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Kinds of Sentences

Teaching

A **declarative sentence** expresses a statement. It ends with a period.

A successful inventor must use both knowledge and creativity.

An **interrogative sentence** asks a question. It ends with a question mark.

Who invented the telephone?

An **imperative sentence** tells or asks someone to do something. It usually ends with a period but may end with an exclamation point.

Name the inventor of the telegraph. Answer the question and win \$1,000!

An **exclamatory sentence** shows strong feeling. It always ends with an exclamation point.

I'm so glad someone invented the computer!

## Identifying Kinds of Sentences

On the line, identify each sentence below by writing **D** for declarative, **INT** for interrogative, **IMP** for imperative, or **E** for exclamatory. Add the proper punctuation mark at the end of each sentence.

1. Alexander Graham Bell was an American inventor \_\_\_\_\_
2. Did you know he invented the telephone in 1876 \_\_\_\_\_
3. What a useful invention that was \_\_\_\_\_
4. Try to name another American inventor \_\_\_\_\_
5. Have you ever heard of Garrett A. Morgan \_\_\_\_\_
6. He was the inventor of the traffic light \_\_\_\_\_
7. Imagine the traffic problems we'd have without it \_\_\_\_\_
8. Matthias Baldwin built a locomotive called *Old Ironsides* \_\_\_\_\_
9. Find out what else Baldwin invented \_\_\_\_\_
10. William Seward Burroughs developed the first recording adding machine \_\_\_\_\_
11. Do you enjoy photography \_\_\_\_\_
12. Be thankful that George Eastman invented the film for your camera \_\_\_\_\_
13. How easy it is to take pictures today \_\_\_\_\_
14. Think of an invention that could make life easier \_\_\_\_\_
15. Would you like to be an inventor someday \_\_\_\_\_

**Lesson  
6****Kinds of Sentences****More Practice****Using Different Kinds of Sentences**

Add the correct end punctuation to each of these sentences. Then rewrite the sentences according to the instructions in parentheses. You may have to add or delete words and change word order.

**EXAMPLE** Did Thomas Edison make the first light bulb?  
(Change to a declarative sentence.)  
*Thomas Edison made the first light bulb.*

1. How useful the invention of the light bulb was  
(Change to a declarative sentence.)

2. Thomas Edison was born in 1847  
(Change to an interrogative sentence.)

3. Will you tell me what Edison's first job was  
(Change to an imperative sentence.)

4. Edison was a creative thinker  
(Change to an exclamatory sentence.)

5. What a tremendous effect Edison's inventions have had on the world  
(Change to a declarative sentence.)

6. Was Edison the inventor of the phonograph too  
(Change to a declarative sentence.)

7. Edison's laboratory was in New Jersey  
(Change to an interrogative sentence.)

# Kinds of Sentences

*Application*

## A. Writing Different Kinds of Sentences

Suppose you could meet one of the great inventors, such as Thomas Edison. Write what you might say in that situation. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use correct punctuation at the end of each sentence.

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## B. Writing Different Kinds of Sentences in a Diary

Choose a character in a book you have read or a movie you have seen. Pretend to be that character, and write a diary entry for one day in that character's life. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use the correct punctuation at the end of each sentence.

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**Lesson  
7**

# Subjects in Unusual Order

*Teaching*

In most **questions**, the subject comes after the verb or between parts of the verb phrase.

Are you healthy? (*you* is the subject; *are* is the verb)

Do you have agility? (*you* is the subject; *Do have* is the verb phrase)

The subject of a **command**, or imperative sentence, is usually *you*. Often, *you* doesn't appear in the sentence because it is implied, or understood.

Practice that maneuver.

**VERB** (The implied subject is *you*.)

In an inverted sentence, the subject comes after the verb.

Up the mountain climbed the brave hiker.

**VERB**

**SUBJECT**

In some sentences beginning with the words *here* or *there*, the subject follows the verb. You find the subject by looking at the words that follow the verb.

Here is a steep cliff. There were many climbers on the mountain.

**VERB**

**SUBJECT**

**VERB**

**SUBJECT**

## Finding Subjects and Verbs in Unusual Positions

In the following sentences, underline the simple subject once and the verb or verb phrase twice. If the subject is understood, write **You** in parentheses on the line.

1. Do you know anything about mountain climbing? \_\_\_\_\_
2. There are people in love with the sport. \_\_\_\_\_
3. Are you one of them? \_\_\_\_\_
4. Has anyone tried that steep trail? \_\_\_\_\_
5. Here are some suggestions for safe climbing. \_\_\_\_\_
6. Hike with others, not alone. \_\_\_\_\_
7. Choose your path carefully. \_\_\_\_\_
8. There should be an emergency plan in case of danger. \_\_\_\_\_
9. Over the sharp rocks stumbled the weary climber. \_\_\_\_\_
10. Here comes a rockslide! \_\_\_\_\_
11. Around the mountain climbers howled the fierce snowstorm. \_\_\_\_\_
12. Are your hiking boots waterproof? \_\_\_\_\_

# Subjects in Unusual Order

## More Practice

### A. Writing Sentences

In the following sentences, underline the simple subject once and the verb twice. Then rewrite each sentence so that the subject comes before the verb.

**EXAMPLE** To the peak struggled the victorious climber.

*The victorious climber struggled to the peak.*

1. There are mountains under water.

\_\_\_\_\_

2. In the Black Hills are dome mountains.

\_\_\_\_\_

3. Were some mountains volcanic?

\_\_\_\_\_

4. Far above sea level rises the mighty Mt. Everest.

\_\_\_\_\_

5. Did the Rockies form after the Appalachians?

\_\_\_\_\_

### B. Writing Sentences

Rewrite each sentence as an inverted or imperative sentence. You may choose to add *Here* or *There*. Then underline each subject once and each verb twice in your new sentence.

**EXAMPLE** The miners drilled into the mountain.

*Into the mountain drilled the miners.*

1. The silver mine is down this shaft.

\_\_\_\_\_

2. Nuggets of gold sparkled there in the mountain stream.

\_\_\_\_\_

3. Coal carts rumbled through the mine entrance.

\_\_\_\_\_

4. You must wear a hard hat in the mine.

\_\_\_\_\_

5. Precious minerals are deep within some mountains.

\_\_\_\_\_

**Lesson  
7**

# Subjects in Unusual Order

## Application

### A. Revising Using Different Sentence Orders

The writer of this paragraph decided never to use the usual word order of subject before verb. In all of the paragraph's sentences, the subject is in an unusual place or is understood. Rewrite the paragraph. Use a variety of sentence orders to improve it.

There are many attractions in the mountains. Very exciting is rock hunting. Just on the surface are different kinds of rocks. Could some of them be fossils? In the mountains live many animals also. There are small mammals and birds to study. Occasionally are seen larger animals, such as deer or moose. In a photo album can be placed pictures of these creatures. Are mountain plants important, too? On mountain meadows thrive unusual wildflowers. Think of other ways you can enjoy the mountains.

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### B. Revising Using a Variety of Sentence Orders

The writer of this paragraph decided always to use the usual word order of subject before verb. Rewrite the paragraph, this time using many kinds of sentence orders. Write at least two sentences in which the subject comes before the verb. Write at least two sentences in a more unusual order, with the subject after the verb.

Mountains are named by how they are formed. Sometimes the earth's crust folds like a wave. A *folded mountain* is made in this way. Often, the crust breaks into huge pieces. A *block mountain* comes from these broken pieces. Sometimes the crust rises up, but it does not fold or crack. A *dome mountain* results from the bulging crust. Occasionally, lava and ash pour out of a crack in the earth. A *volcanic mountain* is formed in this way.

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# Complements: Subject Complements

Teaching

A complement is a word or group of words that completes the meaning of the verb.

A **subject complement** is a word or group of words that follows a linking verb and renames or describes the subject. Common **linking verbs** include forms of *be*, such as *am*, *is*, *are*, *was*, *were*, *being*, and *been*; and verbs such as *appear*, *feel*, *look*, *sound*, *smell*, *seem*, and *taste*.

Both nouns and adjectives can serve as subject complements.

A predicate noun follows a linking verb and defines or renames the subject.

The dessert is chocolate cake. (The predicate noun does not include modifiers.)

|         |         |           |
|---------|---------|-----------|
| SUBJECT | LINKING | PREDICATE |
|         | VERB    | NOUN      |

A predicate adjective follows a linking verb and describes a quality of the subject.

The dessert tastes delicious after the meal. (The predicate adjective usually does not include prepositional phrases.)

|         |         |           |
|---------|---------|-----------|
| SUBJECT | LINKING | PREDICATE |
|         | VERB    | ADJECTIVE |

## Identifying Linking Verbs and Subject Complements

In the following sentences, underline the linking verbs once and the subject complements twice. On the line, write **PA** for predicate adjective or **PN** for predicate noun.

1. Food is a basic need. \_\_\_\_\_
2. The variety of foods seems incredible! \_\_\_\_\_
3. Rice is a main dish in Asia. \_\_\_\_\_
4. Fish is the "meat" of the Pacific Islands. \_\_\_\_\_
5. In Argentina, beef is quite common. \_\_\_\_\_
6. Of all prepared foods, pancakes may be the oldest. \_\_\_\_\_
7. Tortillas are corn "pancakes." \_\_\_\_\_
8. Tortillas with meat, cheese, and hot salsa taste spicy. \_\_\_\_\_
9. The Italian word for pie is *pizza*. \_\_\_\_\_
10. Pizza remains popular throughout the world. \_\_\_\_\_
11. Many fruits are favorite snacks. \_\_\_\_\_
12. Fruits, such as peaches and apples, taste sweet. \_\_\_\_\_
13. Dairy products are important in many cultures. \_\_\_\_\_
14. Milk is a source of calcium. \_\_\_\_\_
15. A good diet is important. \_\_\_\_\_

**Lesson**  
**8**

# Complements: Subject Complements

## More Practice

### A. Identifying Types of Subject Complements

In each of the following sentences, underline the linking verb once and the subject complement twice. Then, in the blank, write **PN** if the subject complement is a predicate noun or **PA** if it is a predicate adjective.

**EXAMPLE** The dessert is delicious. *PA*

1. My grandfather is a great baker. \_\_\_\_\_
2. His chocolate chip cookies are a real treat. \_\_\_\_\_
3. His brownies are famous in her neighborhood. \_\_\_\_\_
4. His specialty is homemade raisin bread. \_\_\_\_\_
5. That bread is incredibly tasty. \_\_\_\_\_
6. His blueberry muffins always look scrumptious! \_\_\_\_\_
7. His apple pies are masterpieces. \_\_\_\_\_
8. My grandfather's devil's food cake tastes heavenly! \_\_\_\_\_
9. His biscuits are amazingly light. \_\_\_\_\_
10. Unfortunately, many of his recipes remain secret. \_\_\_\_\_

### B. Using Subject Complements

Complete each sentence below. First complete it with a predicate noun. Then complete it with a predicate adjective.

**EXAMPLE** The meal was pepperoni pizza.  
The meal was extremely spicy.

1. The cook is \_\_\_\_\_  
The cook is \_\_\_\_\_.
2. The main course was \_\_\_\_\_.  
The main course was \_\_\_\_\_.
3. The table was \_\_\_\_\_.  
The table was \_\_\_\_\_.
4. The guests were \_\_\_\_\_.  
The guests were \_\_\_\_\_.



# Complements: Subject Complements

*Application*

## A. Writing Subject Complements

Rewrite each of the numbered sentences in the passage below with a new subject complement. Underline your new subject complement. If it is a predicate noun, write **PN** in parentheses after the sentence. If it is a predicate adjective, write **PA**.

- (1) Trying new foods is an adventure. (2) My favorite food is Italian.  
(3) Mexican foods taste too spicy for me. (4) Frogs' legs are an exotic food.  
(5) Such a dish would be interesting to eat. (6) A chef must be patient with his or her customers!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## B. Writing with Subject Complements

Imagine that you are a food critic who reviews restaurant food in different places. Write six sentences about a restaurant you recently visited. Three of the sentences should have predicate adjectives. Three should have predicate nouns.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

**Lesson  
9**

# Complements: Objects of Verbs

## Teaching

Action verbs often need complements called direct objects and indirect objects to complete their meaning.

A **direct object** is a word or a group of words that names the receiver of the verb's action. It answers the question *what?* or *whom?*

Gayle sent seashells from Florida. (*What* did Gayle send? Seashells)

An **indirect object** is a word or group of words that tells *to what, or whom, or for whom* an action is done. The indirect object usually comes between the verb and the direct object. Verbs that are often followed by an indirect object include *ask, bring, give, hand, lend, make, offer, send, show, teach, tell, and write*.

Gayle brought Tina seashells from Florida. (*For whom* did Gayle bring the seashells? Tina)

## Recognizing Objects of Verbs

In each sentence, if the underlined word is a direct object, write **DO** on the line. If it is an indirect object, write **IO**.

**EXAMPLE** The diver found a shipwreck. DO

1. The U.S. basketball team won the gold medal. \_\_\_\_\_
2. The Maxwells offered Cher a glass of lemonade. \_\_\_\_\_
3. France sold Louisiana to the United States. \_\_\_\_\_
4. Please send me the latest issue of your magazine. \_\_\_\_\_
5. Our school sponsored a carnival last spring. \_\_\_\_\_
6. We hung a wreath on our door. \_\_\_\_\_
7. The principal awarded the co-captains the trophy. \_\_\_\_\_
8. Lydia gave Michelle some good advice. \_\_\_\_\_
9. Pat got a digital watch for his birthday. \_\_\_\_\_
10. Marta made us a Mexican dinner. \_\_\_\_\_
11. The messenger handed Mr. Bronson a sealed envelope. \_\_\_\_\_
12. I carefully answered every question on the test. \_\_\_\_\_
13. The opera fans gave the singer long-stemmed roses. \_\_\_\_\_
14. Arnita telephoned Mia last night. \_\_\_\_\_
15. Lauren mailed her friends postcards from Canada. \_\_\_\_\_

**Complements: Objects of Verbs***More Practice***A. Identifying Objects of Verbs**

Identify the function of the boldfaced word in each sentence below. Write **DO** for direct object and **IO** for indirect object. If the word is not the direct object or the indirect object, write **N**.

1. A hurricane is a powerful, swirling **storm**. \_\_\_\_\_
2. Meteorologists watched a big **storm** carefully. \_\_\_\_\_
3. Newscasters gave their **listeners** warnings about the hurricane. \_\_\_\_\_
4. The hurricane struck **land** in the morning. \_\_\_\_\_
5. The hurricane winds swirled around the eye of the **storm**. \_\_\_\_\_
6. The hurricane caused huge **waves**. \_\_\_\_\_
7. The waves produced widespread **floods**. \_\_\_\_\_
8. The floodwaters destroyed many people's **property**. \_\_\_\_\_
9. Television newscasts showed their **audiences** pictures of the storm. \_\_\_\_\_
10. Volunteers sent the hurricane **victims** emergency supplies. \_\_\_\_\_

**B. Using Indirect Objects**

Underline the direct object in each sentence below. Then rewrite each sentence, adding an indirect object. Use a different indirect object for every sentence.

1. The mayor gave a medal for bravery.  
\_\_\_\_\_
2. Adam cooked supper.  
\_\_\_\_\_
3. Amber bought a birthday gift.  
\_\_\_\_\_
4. The salesperson showed a new style of camera.  
\_\_\_\_\_
5. The juggler showed some tricks.  
\_\_\_\_\_

Lesson  
9**Complements: Objects of Verbs***Application***A. Using Objects of Verbs**

Choose one word from each list below to complete each sentence. Use each word only once. Each sentence should have both an indirect object and a direct object. If you wish, you can add words to make the sentences more interesting.

**Use as indirect object**

the cooks  
the receiver  
her sick grandmother  
their guests  
the winners  
its customers  
the candidate  
the students

**Use as direct object**

their trophies  
a question  
their test papers  
his beef stew recipe  
a discount  
cheese and crackers  
a pass  
a get-well card

1. The quarterback threw \_\_\_\_\_.
2. The reporter asked \_\_\_\_\_.
3. The gymnastics judge awarded \_\_\_\_\_.
4. Mrs. Ryan handed \_\_\_\_\_.
5. The famous chef gave \_\_\_\_\_.
6. The store offered \_\_\_\_\_.
7. Jean sent \_\_\_\_\_.
8. The Reynolds served \_\_\_\_\_.

**B. Writing Sentences with Objects of Verbs**

Complete each sentence with a direct and an indirect object. Use a different direct and indirect object in every sentence.

**EXAMPLE** The chef made her customers a lemon pie.

1. Our grandmother sent \_\_\_\_\_.
2. The gardener gave \_\_\_\_\_.
3. The delivery person brought \_\_\_\_\_.
4. The basketball player handed \_\_\_\_\_.
5. The judge told \_\_\_\_\_.

# Fragments and Run-Ons

*Teaching*

Sentence fragments and run-on sentences are writing errors that can make your writing difficult to understand.

A **sentence fragment** is part of a sentence that is written as if it were a complete sentence. A sentence fragment is missing a subject, a predicate, or both.

**Fragments** Colonists in Indian costume. (missing a predicate)  
 Dumped chests of tea into Boston Harbor. (missing a subject)  
 On December 16, 1773. (missing both)

**Revision** Colonists in Indian costume dumped chests of tea into Boston Harbor on December 16, 1773.

A run-on sentence is two or more sentences written as if they were a single sentence. When you combine two sentences with a conjunction, use a comma before the conjunction.

**Run-on** The British tried to make the colonists pay taxes they resisted.

**Revision** The British tried to make the colonists pay taxes, but they resisted.

## Identifying Sentences, Sentence Fragments, and Run-Ons

On the short line at the right of each word group below, write **CS**, **F**, or **RO** to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. British soldiers marched toward Concord, Massachusetts. \_\_\_\_\_
2. They hoped to capture arms stored in Concord, Paul Revere and William Dawes raced to warn the colonists. \_\_\_\_\_
3. The Minutemen from nearby towns. \_\_\_\_\_
4. Waited for the British in Lexington. \_\_\_\_\_
5. Clashes in Lexington and Concord started the American Revolution. \_\_\_\_\_
6. George Washington became the army's commander-in-chief he took command on July 3, 1775. \_\_\_\_\_
7. Poorly trained and without uniforms. \_\_\_\_\_
8. The Declaration of Independence was adopted on July 4, 1776 it was written by Thomas Jefferson. \_\_\_\_\_
9. A young officer, Nathan Hale. \_\_\_\_\_
10. Hale was hanged by the British as a spy he became a hero to the Americans. \_\_\_\_\_
11. France joined the war as an ally of the Americans. \_\_\_\_\_
12. The British were defeated at the battle of Yorktown it meant the end of the war. \_\_\_\_\_

**Lesson  
10**

# Fragments and Run-Ons

## More Practice

### A. Identifying and Correcting Fragments and Run-Ons

On the line after each word group below, write **CS**, **F**, or **RO** to identify the word group as a complete sentence, a fragment, or a run-on sentence. Then rewrite each fragment or run-on as one or more correct sentences. Add sentence parts as needed.

1. Because of the bad weather.

\_\_\_\_\_

2. The boys rode the roller coaster five times in a row.

\_\_\_\_\_

3. The curtain opened the show began.

\_\_\_\_\_

4. Explained the rules of the game.

\_\_\_\_\_

5. This restaurant serves great pizza let's eat here.

\_\_\_\_\_

### B. Correcting Fragments and Run-ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

Patrick Henry failed as a storekeeper and a farmer he became a lawyer.  
He became famous. As an orator. Patrick Henry delivered a speech protesting  
the Stamp Tax it was one of his greatest speeches. During a speech in 1775.  
Henry pretended to stab himself with a letter opener he cried, "Give me  
liberty or give me death!" Henry became governor. Of Virginia. In 1776. He  
was re-elected governor four times.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Fragments and Run-Ons

*Application*

## A. Proofreading for Fragments and Run-Ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

During the American Revolution, Great Britain had an army of well-trained soldiers the British soldier had a hard life. He rarely had much food. Was often moldy. His uniform was attractive. Was not practical. His hat did not offer much protection from the sun his suits were heavy. And hot. On one summer march. Near New York City. Sixty-three soldiers collapsed from heatstroke.

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## B. Recognizing and Revising Fragments and Run-ons

Read these notes one student wrote to use in a report. First figure out what the writer was going to say, and then use the information to write a paragraph. Use complete sentences instead of fragments and run-on sentences. Add any words that you need to make the paragraph understandable.

Children around the world enjoy playing with dolls adults enjoy dolls too. Many grown-ups collect antique dolls others collect costume dolls. As a hobby. The first dolls for children were made in the 1700s they looked and were dressed like adults. The first dolls that looked like babies. Appeared about 1850. Antique dolls are rare and expensive. Sell for thousands of dollars. Many museums huge doll collections.

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Lesson  
1**Kinds of Nouns****Teaching**

A **noun** is a word that names a person, place, thing, or idea. Examples are *leader*, *Virginia*, *colony*, and *exploration*.

A **common noun** is a general name for a person, place, thing, or idea. A **proper noun** is the name of a particular person, place, thing, or idea. For example, *settler* is a common noun; *John Alden* is a proper noun. Only proper nouns need to be capitalized.

A **concrete noun** names a thing that can be seen, heard, smelled, tasted, or touched. An **abstract noun** names an idea, feeling, quality, or characteristic. Examples of concrete nouns are *cabin* and *log*; examples of abstract nouns are *danger* and *bravery*.

A **collective noun** is a word that names a group of people or things, such as *crew*.

**A. Identifying Nouns**

Underline all the nouns in the following sentences. Every sentence has more than one.

1. Ms. Enriquez believes wealth cannot bring happiness.
2. Baseball is sometimes called the game of summer.
3. The jury awarded money to the victims of the crime.
4. Does Tim live in a house or an apartment?
5. In the movie, a band of outlaws rustled the herd of cattle.

**B. Identifying Proper and Common Nouns**

Underline all the nouns in the following sentences. Write P above the proper nouns. Write **C** above the common nouns.

C                      C                      P                      C

**EXAMPLE** The disappearance of settlers on Roanoke Island remains a mystery.

1. A group of explorers from Spain settled in St. Augustine, Florida.
2. Sir Francis Drake of England sailed around the world in a small ship called the *Golden Hind*.
3. Queen Isabella had high hopes for the success of Christopher Columbus.
4. The Aztecs, Incas, and Mayas lived within large empires.
5. One important accomplishment was the exploration of the Mississippi River.

**C. Identifying Types of Nouns**

Review the underlined nouns in the sentences in the above exercises. Find and list the nouns requested on the lines below.

1. Two collective nouns in Exercise A, sentence 5 \_\_\_\_\_
2. Two common, concrete nouns in Exercise B, sentence 2 \_\_\_\_\_
3. Two common, abstract nouns in Exercise B, sentence 3 \_\_\_\_\_



# Kinds of Nouns

## More Practice

### A. Identifying Nouns

Underline all the nouns in each of the following sentences. On each line below, write one of the nouns that match the description in parentheses.

1. The colony at Plymouth faced many dangers during the first winter.

(proper) \_\_\_\_\_ (common) \_\_\_\_\_

2. The story of Pocahontas and her brave act may not be entirely factual.

(concrete) \_\_\_\_\_ (abstract) \_\_\_\_\_

3. The congregation of Puritans longed for religious freedom.

(collective) \_\_\_\_\_ (proper) \_\_\_\_\_

4. Some tribes shared common beliefs with the settlers.

(collective) \_\_\_\_\_ (abstract) \_\_\_\_\_

5. William Bradford worked with Massasoit to insure peace.

(proper) \_\_\_\_\_ (abstract) \_\_\_\_\_

### B. Using Nouns

Rewrite the following sentences, replacing each boldfaced common noun with a proper noun. Each new noun should reflect the same idea or subject as the boldfaced noun. You may need to change some words, such as *a*, *an*, and *the*.

**EXAMPLE** Did you see a boy in a red T-shirt skate down **the street**?

*Did you see a boy in a red T-shirt skate down Hill Street?*

1. My friend is looking forward to seeing a **film** at the Garden Theater.

\_\_\_\_\_

2. Our social studies teacher showed us maps of the **country**.

\_\_\_\_\_

3. Kate took an express train to a large **city**.

\_\_\_\_\_

4. That store is a good place to buy the **newspaper**.

\_\_\_\_\_

5. A celebration of the **holiday** was held at Central Park.

\_\_\_\_\_

**Lesson  
1****Kinds of Nouns****Application****A. Finding Nouns**

Underline the noun or nouns described in parentheses after each sentence. Also, identify every proper noun by writing the capital letter over the first letter of the word.

1. The first settlement in america was not at plymouth rock. (common)
2. A desire for wealth lured the first spaniards to america. (abstract)
3. One band of adventurers founded the town of st. augustine, florida. (collective)
4. The union of the lands claimed by spain and england came much later.  
(abstract)
5. Visitors to that town in florida can see houses built in the old style. (concrete)
6. On a chilly day in december, a group of pilgrims landed at plymouth. (collective)
7. Their courage is admired by americans even today. (abstract)
8. Do you know who taught the settlers how to plant corn? (concrete)
9. The pilgrims hoped for friendship with the natives but were not always fair to them. (abstract)
10. Pocahontas was captured by the english and given a new name. (common)

**B. Using Nouns**

First write at least two nouns of each type identified. Then write a sentence using the nouns. Underline all the nouns in your sentence.

**EXAMPLE** common and abstract *liberty, bravery*  
*Americans enjoy liberty because of the bravery of early colonists.*

1. proper and concrete \_\_\_\_\_  
\_\_\_\_\_
2. collective \_\_\_\_\_  
\_\_\_\_\_
3. common and concrete \_\_\_\_\_  
\_\_\_\_\_
4. common and abstract \_\_\_\_\_  
\_\_\_\_\_
5. proper \_\_\_\_\_  
\_\_\_\_\_

# Lesson 2

## Singular and Plural Nouns

### Teaching

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea.

One inventor had an outlandish suggestion. (singular nouns)

Several inventors had outlandish suggestions. (plural nouns)

This chart shows the usual ways to form the plurals of nouns.

| Singular                    | Rule                                                                                                                                                                       | Sample Plural                     |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| desk, chair                 | Add <b>-s</b> to most nouns.                                                                                                                                               | desks, chairs                     |
| brush, box                  | Add <b>-es</b> to nouns ending in <i>s, sh, ch, x, or z</i> .                                                                                                              | brushes, boxes                    |
| radio, stereo<br>echo, hero | Add <b>-s</b> to most nouns that end in <i>o</i> .<br>Add <b>-es</b> to a few nouns that end in <i>o</i> .                                                                 | radios, stereos<br>echoes, heroes |
| hobby, fly<br>monkey, day   | Change the <i>y</i> to an <i>i</i> and add <b>-es</b> to most nouns ending in <i>y</i> .<br>If a vowel comes before the <i>y</i> , add <b>-s</b> .                         | hobbies, flies<br>monkeys, days   |
| shelf, knife<br>roof, cuff  | Change the <i>f</i> to a <i>v</i> and add <b>-es</b> to most nouns that end in <i>f</i> or <i>fe</i> .<br>Add <b>-s</b> to a few nouns that end in <i>f</i> or <i>fe</i> . | shelves, knives<br>roofs, cuffs   |
| sheep, tuna                 | Some nouns keep the same spelling.                                                                                                                                         | sheep, tuna                       |
| woman, foot                 | The plural forms of some nouns are irregular.                                                                                                                              | women, feet                       |

### A. Identifying Plural Forms of Nouns

In each sentence, underline only the plural nouns.

- Do you see the dark puffs of smoke coming from those chimneys?
- Signs warn motorists of deer on the road.
- Farmers had a good crop of cherries this year.
- Small inns and farmhouses dotted the roads.
- Miguel pointed out monuments honoring heroes of the war.

### B. Correcting Errors in Plural Nouns

In each sentence, the boldfaced plural has been formed incorrectly. Write the correctly spelled plural on the line.

- How beautiful to see the **leafs** changing colors! \_\_\_\_\_
- We stopped at a picnic area to eat our **sandwichs**. \_\_\_\_\_
- Mom cut up fresh **tomatos** from a farmer's fruit stand. \_\_\_\_\_
- Some country bridges are only ten **foots** high. \_\_\_\_\_
- Truck **driveres** could have problems on those bridges. \_\_\_\_\_

**Lesson  
2****Singular and Plural Nouns****More Practice****A. Identifying Plural Forms of Nouns**

In each sentence, underline only the plural nouns.

1. Many sheep and horses grazed in the fields.
2. There were cows and calves near the fence.
3. We looked out the windows at the healthy crops.
4. Look at that flock of geese across the road!
5. Some farmers sell potatoes and other vegetables.
6. You don't hear stereos and the sounds of beeping horns in the country.

**B. Correcting Errors in Plural Nouns**

In each sentence, find and underline the plural that has been formed incorrectly. Write the correctly spelled plural on the line.

1. We will have many storys to tell after our camping trips. \_\_\_\_\_
2. Several deers approached our campsites. \_\_\_\_\_
3. Do the buzzs of those bees frighten you? \_\_\_\_\_
4. Fred and Lisa took many photoes with their new cameras. \_\_\_\_\_
5. Dad was hoping to catch several bass and trouts for our suppers. \_\_\_\_\_
6. I hope our stereoes don't frighten the animals. \_\_\_\_\_
7. Let's keep our food items several foots above the ground. \_\_\_\_\_
8. Where are the three boxs of potato chips? \_\_\_\_\_
9. The berries on those bushs look good for eating. \_\_\_\_\_
10. Our motheres will be pleased if we bring back enough for some pies. \_\_\_\_\_

**C. Using Plural Nouns**

Form the plural of the given nouns. Then use all three plurals in a single sentence.

1. wife \_\_\_\_\_ city \_\_\_\_\_ potato \_\_\_\_\_

\_\_\_\_\_

2. boy \_\_\_\_\_ sandwich \_\_\_\_\_ loaf \_\_\_\_\_

\_\_\_\_\_

3. goose \_\_\_\_\_ field \_\_\_\_\_ grass \_\_\_\_\_

\_\_\_\_\_

## Singular and Plural Nouns

### Application

#### A. Identifying Uses of Plural Nouns

In the following sentences, decide whether each noun is in the correct form, singular or plural. If the noun should be plural, has the plural been formed correctly? Rewrite every sentence with the correct noun forms.

1. The three fishermens caught at least eight tunas.

\_\_\_\_\_

2. We tasted several dish from countrys around the world at the cookout.

\_\_\_\_\_

3. Tanya changed the recipe by substituting tomatos and bay leafs.

\_\_\_\_\_

4. Fay and Ken used little knives to cut ten peach.

\_\_\_\_\_

#### B. Using Plural Nouns

Form the plural of the given nouns. Then use all three plurals in a single sentence.

1. man \_\_\_\_\_ animal \_\_\_\_\_ leash \_\_\_\_\_

2. radio \_\_\_\_\_ shelf \_\_\_\_\_ hobby \_\_\_\_\_

3. team \_\_\_\_\_ box \_\_\_\_\_ coach \_\_\_\_\_

\_\_\_\_\_

#### C. Using Nouns

Suppose that your class is making a time capsule for people to open in 50 years. What items would you like people in the future to see so they would have an idea of how you live your life today? Write a short paragraph describing what you would put in the box. Underline at least six plural nouns in your paragraph.

\_\_\_\_\_

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Lesson  
3**Possessive Nouns****Teaching**

The **possessive form** of a noun shows ownership or relationship. For example, *wren's nest* (ownership); *Mom's friend* (relationship).

You may use possessive nouns in place of longer phrases.

Did you attend the concert of the scout troop?

Did you attend the scout troop's concert?

The following chart shows the usual ways to form possessive nouns.

|                           | Noun | Rule                     | Possessive    |
|---------------------------|------|--------------------------|---------------|
| Singular:                 | bird | Add an apostrophe and -s | bird's family |
| Plural ending in -s:      | eggs | Add an apostrophe        | eggs' colors  |
| Plurals not ending in -s: | men  | Add an apostrophe and -s | men's hats    |

**A. Identifying Possessive Nouns**

Underline each possessive noun. On the blank, write **S** if that noun is singular or **P** if it is plural.

- The children's chorus held a performance in the gymnasium. \_\_\_\_\_
- Several classes' gym periods had to be canceled. \_\_\_\_\_
- We listened to our music teacher's introduction. \_\_\_\_\_
- James's mother offered to find volunteers to work the after-concert reception. \_\_\_\_\_
- Two men's coats were misplaced at the reception. \_\_\_\_\_
- One soloist's voice stood out above all the rest. \_\_\_\_\_

**B. Using Possessive Nouns**

Complete each sentence with the possessive form of the word shown in parentheses.

- Two \_\_\_\_\_ guitar strings broke during the rehearsal.  
(musicians)
- I would like to learn to play several \_\_\_\_\_ work. (pianists)
- Everybody seems to enjoy \_\_\_\_\_ music. (Mozart)
- One \_\_\_\_\_ voice was particularly beautiful. (soprano)
- Several famous orchestra \_\_\_\_\_ batons were on display.  
(leaders)
- Reporters printed many \_\_\_\_\_ reactions to the concert.  
(people)

**Possessive Nouns****More Practice****A. Identifying Possessive Nouns**

Underline the possessive noun in each sentence. If a possessive has been formed incorrectly, write the correctly spelled word on the line. If a possessive has been spelled correctly, write **C**.

1. A clarinets' keys make it look complicated. \_\_\_\_\_
2. I bought a harmonica with last weekses' allowance. \_\_\_\_\_
3. Mom's opinion is that loud music will harm my hearing. \_\_\_\_\_
4. A musicians' day is filled with hours of practice. \_\_\_\_\_
5. Many songwriteres' incomes come from royalties. \_\_\_\_\_
6. That songs' popularity has made it a holiday classic for decades. \_\_\_\_\_
7. I can't get that tunes' melody out of my mind. \_\_\_\_\_
8. Mr. Ross's nephew will play the song at the winter concert. \_\_\_\_\_
9. Peoples's opinions about music can vary. \_\_\_\_\_
10. Stores such as Sam's Music Mart carry many kinds of recordings for all tastes. \_\_\_\_\_

**B. Using Possessive Nouns in Sentences**

On the line to the right, rewrite the given phrase as a possessive noun. Then use the possessive in a sentence.

**EXAMPLE** the music of Johann Bach *Johann Bach's music*  
My father likes *Johann Bach's music*.

1. music skills of my teacher \_\_\_\_\_  
\_\_\_\_\_
2. audience of the choral group \_\_\_\_\_  
\_\_\_\_\_
3. voices of some jazz singers \_\_\_\_\_  
\_\_\_\_\_
4. giggling of children \_\_\_\_\_  
\_\_\_\_\_





# Compound Nouns

## Teaching

A **compound noun** is made up of two or more words used together as a single noun.

Compound nouns can be written in one of three ways:

One single word: *windshield*

Two or more separate words: *air bag*

A hyphenated word: *two-seater*

The following chart shows the usual ways to form the plurals of compound nouns.

|                                       | Singular                       | Rule                                                     | Plural                           |
|---------------------------------------|--------------------------------|----------------------------------------------------------|----------------------------------|
| One word                              | townhouse                      | Add -s to most words                                     | townhouses                       |
|                                       | hairbrush                      | Add -es to words that end in <i>ch, sh, s, x, or z</i> . | hairbrushes                      |
| Two or more words or hyphenated words | traffic light<br>mother-in-law | Make the main noun plural.                               | traffic lights<br>mothers-in-law |

## A. Identifying Compound Nouns

Underline every compound noun in the following sentences.

1. Did you see the moving van parked in our neighbor's driveway?
2. The school board voted for safety belts on buses.
3. My sister-in-law recently bought a car so she could drive it to her new job at the department store.
4. You can catch the cable car at a stop on Market Street.
5. The steering wheel on that car is covered with cowhide.

## B. Using Plural Compound Nouns

Underline the compound nouns that are spelled incorrectly. Rewrite the sentences, using the correct plural form of those nouns.

1. Two carwashes are located on Main Street.

\_\_\_\_\_

2. Dad's brother-in-laws both have red sports cars.

\_\_\_\_\_

3. Some mother-to-bes are interested in buying antique high chairs for their babies.

\_\_\_\_\_

4. In our state, 16-years-old cannot drive alone.

\_\_\_\_\_

**Lesson  
4****Compound Nouns*****More Practice*****A. Identifying Compound Nouns**

Underline every singular compound noun once. Underline every plural compound noun twice.

1. The moonlight glistened off the lake.
2. Do your grandparents own a bed-and-breakfast?
3. The snowstorm left the travelers stranded with only farmhouses in sight.
4. They waited until after dinnertime to ask the homeowners if they could use their telephone.
5. The attendant at the gas station said he would send a towtruck.
6. The travelers slept in small bunkbeds at a motel until their car was repaired.
7. Days later, they were glad to see the skyline of their city and all the skyscrapers that meant home to them.

**B. Using Compound Nouns**

Write the plural forms for each set of compound words. Then use all three plural compounds in a single sentence.

1. airplane \_\_\_\_\_

airport \_\_\_\_\_

luggage cart \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. thunderstorm \_\_\_\_\_

raincloud \_\_\_\_\_

brother-in-law \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. president-elect \_\_\_\_\_

swimsuit \_\_\_\_\_

swimming pool \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Compound Nouns

## Application

### A. Using Compound Nouns

Rewrite the following sentences, replacing each boldfaced phrase with a compound noun. You will need to drop some words to be sure your new sentences sound right.

**EXAMPLE** Our neighbor owns a *van used for moving.*  
*Our neighbor owns a moving van.*

1. Carl's brother-in-law has a **throat that is sore**.

\_\_\_\_\_

2. Please pull down the **shade for a window** near the front door.

\_\_\_\_\_

3. A **storm with thunder** is predicted for this afternoon.

\_\_\_\_\_

4. Which **grounds to camp on** are your family's favorites?

\_\_\_\_\_

5. Those **shelves for books** may not hold these heavy volumes.

\_\_\_\_\_

6. The **park filled with amusements** has a new, faster roller coaster.

\_\_\_\_\_

### B. Using Compound Nouns in Writing

Write a news article reporting on a contest in which there was one winner and two runners-up. Describe the activities in the contest, where the contest took place, and the prizes that were awarded. Use at least five compound nouns in your article. Underline each compound noun that you use.

\_\_\_\_\_

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\_\_\_\_\_

**Lesson**  
**5**

# Nouns as Subjects and Complements

*Teaching*

In sentences, **nouns** have different jobs.

As the subject, a noun tells whom or what the sentence is about.

Marie reads the map on car trips. Vacations are fun for her family.

As the **complement**, a noun completes the meaning of the sentence. This chart shows how a noun may work as a **predicate noun**, a **direct object**, or an **indirect object**.

| Nouns as Complements |                                                                           |                                                     |
|----------------------|---------------------------------------------------------------------------|-----------------------------------------------------|
| Predicate noun       | renames or defines the subject after a linking verb                       | Mr. Morell is a <b>pilot</b> .                      |
| Direct object        | names the receiver of the action of the action verb                       | Our family bought an <b>atlas</b> .                 |
| Indirect object      | tells <i>to whom or what</i> or <i>for whom or what</i> an action is done | The airline sent the <b>tourists</b> their tickets. |

## Identifying Nouns Used as Subjects and Complements

In each sentence, identify the word in bold type. On the blank, write **S** for subject, **PN** for predicate noun, **DO** for direct object, and **IO** for indirect object.

1. **Denmark** is a country in northern Europe. \_\_\_\_\_
2. Our teacher visited **Copenhagen** on his vacation. \_\_\_\_\_
3. Mr. Swanson showed the **class** slides of his trip. \_\_\_\_\_
4. The Tivoli is a huge **park** with restaurants and entertainment. \_\_\_\_\_
5. The **Swansons** saw a statue of the Little Mermaid. \_\_\_\_\_
6. She was a **character** in a story by Hans Christian Andersen. \_\_\_\_\_
7. Alex checked out some travel **books** from the library. \_\_\_\_\_
8. Mr. Langley is the **librarian** in charge of research. \_\_\_\_\_
9. He gave **Alex** some valuable advice about travel. \_\_\_\_\_
10. Laura chose some **videos** about Norway. \_\_\_\_\_
11. **Dad** was a sailor over 20 years ago, stationed in Europe. \_\_\_\_\_
12. Norway was one **country** that he visited at that time. \_\_\_\_\_
13. The whole family is planning next summer's **trip**. \_\_\_\_\_
14. Frank sent his **cousin** in Norway a letter. \_\_\_\_\_

# Nouns as Subjects and Complements

*More Practice*

## A. Identifying Nouns as Complements

Underline the subject of each sentence. Then identify the complement in bold type. Write **PN** for predicate noun, **DO** for direct object, or **IO** for indirect object.

1. The capital of France is **Paris**. \_\_\_\_\_
2. The Wrights took an overseas **flight** that left Thursday evening. \_\_\_\_\_
3. Ted gave **Dad** his carry-on while we waited for the luggage. \_\_\_\_\_
4. A uniformed man was holding a **sign** with their name on it at the airport. \_\_\_\_\_
5. Our tour guide for the week was **Simone**. \_\_\_\_\_
6. The tourists loved the **sight** of the Eiffel Tower at night. \_\_\_\_\_
7. The Louvre is a world-famous art **museum**. \_\_\_\_\_
8. The guide gave **members** of the group their tickets for the boat ride. \_\_\_\_\_
9. Mom sent our cousins **postcards** of the Mona Lisa. \_\_\_\_\_
10. The Seine is a major **river** in France. \_\_\_\_\_

## B. Using Nouns as Subjects and Complements

Complete each sentence with a noun. Then write **S** if the noun you have supplied is used as a subject; **PN** if it is used as a predicate noun; **DO** if it is used as a direct object; and **IO** if it is used as an indirect object.

**EXAMPLE** The library is located on the corner of Main and Elm. *S*

1. The principal gave \_\_\_\_\_ a certificate for perfect attendance. \_\_\_\_\_
2. The magician did a \_\_\_\_\_ that amazed his audience. \_\_\_\_\_
3. Basketball is a \_\_\_\_\_ that requires endurance. \_\_\_\_\_
4. After the rain, \_\_\_\_\_ crawled out onto the sidewalk. \_\_\_\_\_
5. The artist sold a \_\_\_\_\_ of the house where she grew up. \_\_\_\_\_
6. The bride threw her \_\_\_\_\_ her bouquet. \_\_\_\_\_
7. Sleeping Beauty is a very old \_\_\_\_\_ from Europe. \_\_\_\_\_

## Application

**EXAMPLE** Mrs. Petros told Helen a good story about her trip. 10

- [illegible]

## Nouns in Phrases

### Teaching

Nouns often appear in prepositional phrases and appositive phrases. These phrases add information to the sentence.

An **object of a preposition** is the noun or pronoun that follows the preposition.

Dina enjoys cooking food from other countries.

(The preposition is *from*; the object of the preposition is the noun *countries*; the prepositional phrase is *from other countries*.)

An **appositive** is a noun or pronoun that identifies or renames another noun or pronoun. An **appositive phrase** is made up of an appositive and its modifiers.

Biscotti, crisp cookies, are loved by children in Italy.

(The appositive is the noun *cookies*; the appositive phrase is *crisp cookies*.)

Appositive phrases that provide information that isn't essential to the understanding of the preceding noun should be separated from the rest of the sentence by commas.

Jake tried borscht, a Russian beet soup, at the party.

### Identifying Nouns Used as Objects of Prepositions and Appositives

Identify each boldfaced noun as an object of a preposition or an appositive. Write **OP** or **APP** on the line to the right.

1. We planned an international party in the **neighborhood**. \_\_\_\_\_
2. On **Sunday** every family brought a special dish to share. \_\_\_\_\_
3. Pita, thin **bread**, was stacked on a platter. \_\_\_\_\_
4. Pierre brought Brie, a French **cheese**. \_\_\_\_\_
5. Our Japanese neighbors served tempura on a large **platter**. \_\_\_\_\_
6. Chicken, beans, and cheese are good fillings for **burritos**. \_\_\_\_\_
7. As a **topping** we used salsa and sour cream. \_\_\_\_\_
8. Our Italian neighbors provided antipasto, delicious **appetizers**. \_\_\_\_\_
9. Tandoori, a special cooking **method**, is used in India. \_\_\_\_\_
10. Our friends from **Greece** brought lamb shish kebabs. \_\_\_\_\_
11. The meat and vegetables were cooked on metal **skewers**. \_\_\_\_\_
12. Kasha, a coarsely ground **grain**, looked like porridge. \_\_\_\_\_
13. Everybody enjoyed apple strudel, a German **dessert**. \_\_\_\_\_
14. We are already planning another international food festival for next **summer**. \_\_\_\_\_

**Lesson  
6****Nouns in Phrases****More Practice****A. Identifying Nouns in Phrases**

Each sentence below has either an appositive phrase or a prepositional phrase. Underline the phrase and circle its noun. On the line to the right, write **OP** if the underlined word is the object of a preposition or **APP** if it is the noun in an appositive phrase.

1. Curry, a deep yellow powder, is a popular Indian spice. \_\_\_\_\_
2. You can find curry in the spice section. \_\_\_\_\_
3. Pizza lovers have their choice of toppings. \_\_\_\_\_
4. Tortillas are often made from corn flour. \_\_\_\_\_
5. Quesadillas, cheese sandwiches, are Mexican specialties. \_\_\_\_\_
6. Appetizers are popular in every country. \_\_\_\_\_
7. Red, green, or yellow peppers can be filled with stuffing. \_\_\_\_\_
8. Baklava, a honey-soaked pastry, is a delicious dessert. \_\_\_\_\_
9. Making baklava takes a great deal of time. \_\_\_\_\_
10. Potiza, a Slovenian nutbread, is a delicious holiday treat. \_\_\_\_\_

**B. Using Nouns in Phrases**

Write sentences, using the prepositional phrases given in items 1, 2, and 3. Then use the phrases in items 4 and 5 as appositive phrases in original sentences.

1. around the rice

\_\_\_\_\_

2. throughout dinner

\_\_\_\_\_

3. between courses

\_\_\_\_\_

4. a familiar ice cream flavor

\_\_\_\_\_

5. a special dessert

\_\_\_\_\_



## Lesson 6 Nouns in Phrases

## Application

### A. Using Nouns in Phrases

Write a sentence using each noun as the object of a preposition or as the noun in an appositive phrase. Follow the directions in parentheses.

- 1. breakfast** (Use in a prepositional phrase.)

- 2. bread** (Use in a prepositional phrase.)

- 3. dessert** (Use in an appositive phrase.)

- 4. mixture** (Use in an appositive phrase.)

- 5. spoon** (Use in a prepositional phrase.)

## B. Writing Nouns in Phrases

Write a paragraph explaining how to make an easy dish. It can be something as simple as a fried egg or a sandwich. If you like, you can invent a dish to make. Describe the utensils and ingredients you need to prepare the dish. Use at least two prepositional phrases and two appositive phrases in your paragraph. Underline those phrases and label them by writing **PP** or **APP** above them.

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Lesson  
1

# What Is a Pronoun?

*Teaching*

A **pronoun** is a word that is used in place of a noun or another pronoun. The word that a personal pronoun refers to is called its **antecedent**.

Personal pronouns change their forms to reflect **person, number, and case**.

**Person** Personal pronouns have different forms for first person, second person, and third person.

**Number** Pronouns can be singular or plural.

**Case** Personal pronouns change their forms depending on how they are used in a sentence. Each pronoun has three cases: subject, object, and possessive.

|          |               | Subject     | Object       | Possessive          |
|----------|---------------|-------------|--------------|---------------------|
| Singular | First Person  | I           | me           | my, mine            |
|          | Second Person | you         | you          | your, yours         |
|          | Third Person  | he, she, it | him, her, it | his, her, hers, its |
| Plural   | First Person  | we          | us           | our, ours           |
|          | Second Person | you         | you          | your, yours         |
|          | Third Person  | they        | them         | their, theirs       |

## Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

1. We enjoy many stories from Greek mythology.
2. You may have heard about Persephone and how the Greeks explained the changes of the seasons.
3. She was the beautiful daughter of Demeter, the goddess of agriculture.
4. One day as she was picking flowers in the meadow, the ground opened.
5. Hades, the god of the dead, kidnapped her.
6. He took her to the underworld to be queen of his kingdom.
7. "Where is my daughter?" cried Demeter.
8. She became angry with the gods for allowing her daughter to be kidnapped.
9. She refused to allow their crops to grow.
10. The gods begged Zeus to help them.
11. Zeus asked Hades to return Persephone to her mother.
12. "But I have eaten pomegranate seeds as a sign of my marriage to Hades," said Persephone.
13. They finally came to an agreement.
14. Persephone would spend part of the year with her mother; this time would be our spring, summer, and fall.
15. She would live in the underworld the rest of the time; this time would be our winter.

# What Is a Pronoun?

## More Practice

### A. Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

1. Greek writers and artists often called on the Muses to help them in their work.
2. They were nine goddesses of the arts and sciences.
3. Their father was Zeus, the king of the gods.
4. A poet would call on Calliope, Erato, or Euterpe to help him or her compose the perfect poem.
5. Writers of tragedy or comedy invoked Melpomene or Thalia to aid them.
6. Singers and dancers directed their pleas to Polyhymnia and Terpsichore.
7. Clio was another goddess; she was the Muse of history.
8. Urania helped scientists because her specialty was astronomy.
9. The Muses had melodic voices and often used them to sing in a chorus.
10. They lived on Mount Olympus with their leader, Apollo.
11. He, like them, remained young and beautiful forever.
12. Our words *music* and *museum* are derived from the Greek word *muse*.

### B. Using Personal Pronouns

Replace the underlined nouns in this paragraph with personal pronouns. Write the pronouns on the lines below.

Two brothers, Prometheus and Epimetheus, were members of a race of giant gods called Titans. The Titans assigned (1) Prometheus and Epimetheus the job of giving certain powers to the animals. Prometheus was angered when no gifts were left for people. (2) Prometheus stole fire from the gods and gave (3) fire to the poor people. Zeus punished Prometheus by chaining (4) Prometheus to a huge rock. Every day an eagle came and tore out (5) Prometheus' liver. At night (6) the liver would grow back.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Lesson  
1**

# What Is a Pronoun?

## Application

### A. Using Personal Pronouns

Rewrite this paragraph, using personal pronouns to replace some of the nouns that have been used too often. Write your revised paragraph on the lines below.

Pan was the Greek god of pastures and woods. Pan protected sheep and shepherds. Pan's body was half-man and half-goat. Ancient Greeks believed that Pan lived in lonely places, such as caves or mountains. Ancient Greeks thought Pan had a wild nature. According to ancient Greeks, Pan could fill humans with sudden terror. Pan was famous for inventing the reed panpipe. Pan played beautiful music on the panpipe.

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### B. Using Personal Pronouns in a Familiar Story

In your own words, retell a familiar folktale, fable, or myth that you know well, and write your version on the lines below. Be sure to use a variety of personal pronouns.

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Lesson  
2

## Subject Pronouns

## Teaching

A **subject pronoun** is used as the subject of a sentence or as a predicate pronoun after a linking verb.

| Singular    | Plural |
|-------------|--------|
| I           | we     |
| you         | you    |
| he, she, it | they   |

## Subject Pronouns

Use the **subject case** of a pronoun when the pronoun is the subject of a sentence. Remember that a pronoun can be part of a compound subject.

Subject Susan B. Anthony believed in equal rights. She worked with others for the right to vote. (*She* replaces *Susan B. Anthony*.)

Part of compound subject Susan and they won this right.

Use the subject case for predicate pronouns. A **predicate pronoun** follows a linking verb and renames the subject. Remember that the most common linking verbs are forms of the verb *be* and include *is*, *am*, *are*, *was*, *were*, *been*, *has been*, *have been*, *can be*, *will be*, *could be*, and *should be*.

Predicate pronoun A suffragist was she.

## A. Identifying Subject Pronouns

Underline all the subject pronouns in the following sentences.

1. Have you ever heard of Susan B. Anthony?
2. A leader in the woman suffrage movement was she.
3. *Suffrage* is an unusual word, but it simply means the right to vote.
4. In colonial times landowners could vote, but they were usually adult men.
5. As a landowner, he could vote in every election, but a woman could not.
6. Many women suffragists declared, "We deserve the right to vote!"

## B. Using Subject Pronouns

Underline the correct pronoun to complete each sentence.

1. When Susan B. Anthony met Elizabeth Cady Stanton, (them, they) decided to work together.
2. Both Stanton and (her, she) strongly believed in equal rights.
3. (Us, We) know the two women edited a book called *History of Woman Suffrage*.
4. Close friends were (they, them).
5. Susan B. Anthony voted in the 1872 election, but (she, her) was arrested.
6. Although the judge fined her \$100, (him, he) took no further action against her.
7. You and (me, I) have probably seen a one-dollar coin in honor of Ms. Anthony.

**Lesson  
2****Subject Pronouns****More Practice****A. Using Subject Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. In the early 1800s some men and women called for equal voting rights, but (they, them) had little success at first.
2. When Lucretia Mott and Elizabeth Cady Stanton held a convention, (it, its) attracted public attention.
3. At the convention, Lucretia and (her, she) helped write a Declaration of Sentiments.
4. A suffrage organization was formed by Lucy Stone and her husband, Henry Blackwell; (they, them) wanted states to allow women to vote.
5. Later, Lucy and (him, he) joined with other suffrage groups.
6. (Us, We) might remember Susan B. Anthony's work in the temperance movement.
7. Once at a temperance meeting run by men, (she, her) was not allowed to speak.
8. (She, Her) continued to encourage other women in temperance groups to speak out on voting rights.
9. She and (them, they) made voting rights a goal of the temperance movement.
10. When Susan B. Anthony saw that some Western states began giving women the right to vote, (she, her) was encouraged.
11. An amendment to the Constitution was introduced in Congress, but (it, its) took 40 years to pass.
12. Now, you and (I, me) can read the 19th Amendment in the Constitution granting women the right to vote.

**B. Choosing Subject Pronouns**

Fill in the blanks in the following sentences with appropriate subject pronouns. Vary the pronouns you use, and do not use the pronoun *you*.

1. Pat and \_\_\_\_\_ like to play math games.
2. Did Maurice or \_\_\_\_\_ win the spelling contest?
3. A great dancer is \_\_\_\_\_.
4. As the sound got louder, \_\_\_\_\_ hurt my ears.
5. \_\_\_\_\_ did the warm-up exercises in a group.

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Lesson  
3

## Object Pronouns

## Teaching

Object pronouns are personal pronouns used as direct objects, as indirect objects, or as the objects of prepositions.

## Object Pronouns

| Singular     | Plural |
|--------------|--------|
| me           | us     |
| you          | you    |
| him, her, it | them   |

As a **direct object**, the pronoun receives the action of a verb and answers the question *whom* or *what*. As an **indirect object**, the pronoun tells *to whom* or *what* or *for whom* or *what* an action is performed. As an **object of a preposition**, the pronoun follows a preposition such as *to*, *from*, *for*, *against*, *by*, *between*, or *about*.

- |                           |                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------|
| Direct object             | The workhouse chefs made soup, and Oliver Twist thanked <u>them</u> . (Whom did he thank? them)               |
| Indirect object           | The server had the soup, and Oliver gave <u>her</u> his empty bowl. (To whom did he give his empty bowl? her) |
| Object of the preposition | The chef didn't give any more to <u>him</u> .                                                                 |

## A. Identifying Object Pronouns

Underline all the object pronouns in the following sentences.

1. Oliver Twist, a character in Charles Dickens's novel, didn't have any parents; you could call him an orphan.
2. His workhouse, the place where he lived, treated him badly.
3. Because of the horrid conditions at the workhouse, he ran away from it.
4. He met a man named Fagin who promised him a place to live.
5. Fagin took care of other boys as well, but in return, he expected them to steal.
6. Oliver got caught stealing, but the end of the book will surprise you.

## B. Using Object Pronouns

Underline the correct pronoun to complete each sentence.

1. David Copperfield's mother dies, and she leaves (him, he) with a cruel stepfather.
2. The stepfather knows of a shabby workhouse and sends the boy to (them, it).
3. Later Mr. Micawber gives (he, him) a home, but Mr. Micawber is soon imprisoned for debt.
4. David has an aunt and eventually goes to live with (she, her).
5. If you look at the lives of Charles Dickens and the fictional David Copperfield, you will see the similarities between (them, him).
6. Dickens's father's imprisonment for debt forced (he, him) to labor in a workhouse.



## Object Pronouns

### More Practice

#### A. Using Object Pronouns

In each sentence, underline the pronoun that completes each sentence correctly.

1. Ebenezer Scrooge was a crabby old man who had one clerk working for (him, he).
2. Scrooge owned a money-changing house, and therefore many people owed (he, him) money.
3. No matter what the circumstances, Scrooge was never nice or generous to (them, it) about paying the money back.
4. One night the ghost of his dead partner comes to see (him, he).
5. Scrooge sees the ghost but doesn't want to believe (it, them).
6. His dead partner warns (him, he) that he has to change his ways.
7. The ghost of Christmas Past arrives, and Scrooge goes with (she, it) to his youth.
8. The ghost of Christmas Present shows (he, him) his less fortunate clerk's family.
9. Scrooge watches (him, them) celebrate Christmas, even though they are poor.
10. The ghost of Christmas Future presents (he, him) with the shadows of what may yet come.
11. When he wakes up, Scrooge goes to the clerk's family and brings presents and food to (her, them) because, as he says, "The spirits have changed (I, me)."
12. Every year people tell this story; it reminds (they, them) about their responsibility to help their neighbors.

#### B. Choosing Object Pronouns

Fill in the blanks in the following sentences with appropriate object pronouns. Vary the pronouns you use, and do not use the pronoun *you*.

1. That much exercise really tires \_\_\_\_\_.
2. Tell \_\_\_\_\_ about your recent good fortune.
3. The tour guide showed \_\_\_\_\_ around the White House.
4. My brother gave \_\_\_\_\_ his binoculars.
5. We grilled hamburgers for \_\_\_\_\_.
6. Are you going with \_\_\_\_\_ to the recycling center?
7. Remind \_\_\_\_\_ that we are eating dinner early.

# Lesson 3

## Object Pronouns

## Application

## A. Proofreading

The following story contains several errors in the use of object pronouns. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ↖ and write the correct pronoun above it.

Charles Dickens wrote *Great Expectations*, the story of a poor boy named Pip. One day Miss Havisham, a strange, rich woman, calls he to her house. She takes care of a beautiful girl named Estella, and she wants Pip to play with she. He visits them throughout his childhood. However, they don't treat him very well. Surprisingly, when Pip becomes old enough, he inherits a great deal of money. Because Miss Havisham is the only rich person he knows, he assumes the money came from she. He becomes a proper gentleman in London, and the rest of the book shows he in his new lifestyle. Later, he learns that his money came from an escaped convict he helped when he was younger. Pip had helped the convict only because he had been afraid of he. Read the classic story to find out what happens next.

## B. Using Object Pronouns in Writing

Think about a character, real or fictional, whom you admire. How does that person show the qualities you admire most? Write a short description of a real or imaginary meeting with him or her. Use at least four object pronouns in your paragraph.

[illegible]

# Possessive Pronouns

## Teaching

**Possessive pronouns** are personal pronouns used to show ownership or relationship.

### Possessive Pronouns

| Singular            | Plural        |
|---------------------|---------------|
| my, mine            | our, ours     |
| your, yours         | your, yours   |
| her, hers, his, its | their, theirs |

The possessive pronouns *my*, *your*, *her*, *his*, *our*, and *their* come before nouns. The possessive pronouns *mine*, *ours*, *yours*, *his*, *hers*, and *theirs* can stand alone in a sentence.

My tennis serve is powerful but not very accurate.

My teammate's legs are stiff and sore from running, but mine feel fine.

Some possessive pronouns sound like contractions (*its/it's*, *your/you're*, *their/they're*). Don't confuse these pairs. Remember that possessive pronouns never use an apostrophe. Contractions always use an apostrophe.

Contraction You're never going to hit his fastball.

Possessive Your fastball is hard to hit, but his is impossible.

### A. Identifying Possessive Pronouns

Underline all the possessive pronouns in the following sentences.

1. The athletes at our school should be proud of their performances this year.
2. Her backstroke is improving, and she really excels in the butterfly.
3. They had to win this game so their team could go to the state championships.
4. Cross-country was our school's best athletic event.
5. When he hit the golf ball, he could see its flight was heading straight to the hole.
6. They had worked hard to earn the trophy, and now the glory was theirs.

### B. Using Possessive Pronouns

Underline the correct pronoun to complete each sentence.

1. (Their, they're) dedication to the game could be seen in how well they played.
2. Even the judges were amazed at (her, hers) performance in the gymnastics competition.
3. Public speaking was not (his, its) best talent, but he did well on the debate team.
4. John's track meet last year was a disaster. (Your, Yours) turned out much better.
5. The basketball team had a tough year, but (its, it's) hopes are high for next year.
6. Those cheerleaders are gymnasts too. (Your, You're) cheerleaders could learn some routines from them.
7. When (they're, their) scores were posted, the athletes cheered.

**Lesson  
4****Possessive Pronouns****More Practice****A. Using Possessive Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. Someone should have tried to block (her, its) shot. It was the game winner!
2. Lewis found the chess meet to be tougher than (his, its) football game.
3. It was (my, mine) proudest moment when I won the diving competition.
4. (Your, You're) football team should score a lot of points this year.
5. You can give up or try harder. It's (you're, your) choice.
6. The runners dropped the baton in the 800-meter relay. (It's, Its) handle was too slippery.
7. When we fumbled on the five-yard line, we suddenly knew that victory was (their, theirs).
8. The news article said that it was (her, hers) determination that made Kelly into a world-class skier.
9. Has the principal seen the students' petition? They want (they're, their) school to have a speed skating team.
10. No one who watched Kevin play golf could believe (his, its) luck in sinking that 40-foot putt.
11. Paula had worked hard, and everyone expected (her, hers) project to win first prize at the science fair.

**B. Choosing Possessive Pronouns**

Fill in the blanks in the following sentences with appropriate possessive pronouns. Vary the pronouns you use.

1. The theater gave free passes to \_\_\_\_\_ staff.
2. \_\_\_\_\_ idea for the experiment might work.
3. They are picking up \_\_\_\_\_ uniforms now.
4. Have you made up \_\_\_\_\_ mind about going?
5. Are these your gym shoes or \_\_\_\_\_?
6. His voice carries farther than \_\_\_\_\_.
7. After the game, the twins asked us over to \_\_\_\_\_ house.

## Possessive Pronouns

## Application

## A. Proofreading

Proofread the following story to make sure that possessive pronouns have been used in the right places. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ↗ and write the correct pronoun above it.

This was probably the biggest weekend in they're school's history.

Jennifer knew it was the biggest weekend of her life. The baseball team was playing it's semifinal games on Saturday. If they won, their players would go to the regional playoffs. "My brother's pitching, and your is catching," she said to her friend Aya on the phone. "I wish we could be there." Jennifer and Aya had their own competition to attend. They were both on the varsity track team, and its final meet of the season was also on Saturday. "I really hope we win," said Aya. "I know you'll do your best, and I'll do my." Another big event would happen on Sunday. "I can't believe you're sister is performing in the national finals for piano," Jennifer remarked to Aya. "What a weekend!"

## B. Using Possessive Pronouns in Writing

Write a letter to an athlete you admire. Tell him or her the reasons for your admiration by pointing out what you like best about how he or she plays or lives life. Use at least five possessive pronouns in your paragraph.

[illegible]

Lesson  
5**Reflexive and Intensive Pronouns***Teaching*

Pronouns that end in *-self* or *-selves* are either **reflexive** or **intensive** pronouns.

**Reflexive and Intensive Pronouns**

|           |            |                          |
|-----------|------------|--------------------------|
| myself    | yourself   | herself, himself, itself |
| ourselves | yourselves | themselves               |

A **reflexive pronoun** refers to the subject and directs the action of the verb back to the subject. Reflexive pronouns are necessary to the meaning of a sentence. Without them the sentence doesn't make sense.

Explorers cannot stop themselves from taking chances. (*Themselves* refers to *explorers*.)

An **intensive pronoun** emphasizes the noun or pronoun within the same sentence. Intensive pronouns are not necessary to the meaning of the sentence.

The queen herself asked Ponce de León to find the fountain of youth. (*Herself* refers to *the queen*.)

Remember that *hisself* and *theirselves* are not real words. Never use them. Use *himself* and *themselves* instead.

**A. Identifying Reflexive and Intensive Pronouns**

Underline all the reflexive and intensive pronouns in the following sentences.

1. Juan Ponce de León had heard tales of a fountain of youth and wanted to find it for himself.
2. The fountain of youth itself was said to be located on an island called Bimini in the Bahamas.
3. It is possible that the Native Americans themselves believed that the fountain of youth existed.
4. Supposedly, if you drank the fountain water, you would find yourself restored to youth.
5. Do you yourself believe that a fountain of youth exists somewhere?

**B. Using Reflexive and Intensive Pronouns**

Underline the correct pronoun to complete each sentence.

1. Although Ferdinand Magellan (him, himself) did not live to complete the journey, he led the first expedition to sail around the world.
2. Unbelievably, only 18 crewmen out of the 250 who began the difficult trip were able to bring (theirselves, themselves) back home safely.
3. On an island in the Pacific, the crew found (themselves, them) in a bloody war.
4. In fact, Magellan (hisself, himself) was killed in a battle on the island.
5. Do you ever ask (you, yourself) whether you could have been an explorer?

**Reflexive and Intensive Pronouns****More Practice****A. Recognizing Reflexive and Intensive Pronouns**

Underline the reflexive or intensive pronoun in each sentence. On the line, write **R** if the pronoun is reflexive and **I** if it is intensive.

1. Have you yourself ever traveled to Africa? \_\_\_\_\_
2. Mary Henrietta Kingsley made three journeys to West Africa all by herself, becoming the first European to visit some parts of Africa. \_\_\_\_\_
3. Many people considered it improper for a woman to travel alone, and Kingsley was forced to explain herself over and over again. \_\_\_\_\_
4. On a journey like this one, you can find yourself in many difficult situations. \_\_\_\_\_
5. Travelers themselves must think of ways to survive. \_\_\_\_\_
6. Africans themselves could not quite understand this outspoken young woman. \_\_\_\_\_
7. Kingsley put herself in danger again when she tended wounded soldiers during the Boer War. \_\_\_\_\_
8. There, this adventurer put aside her own dreams of travel and helped soldiers who could not help themselves. \_\_\_\_\_

**B. Choosing Reflexive and Intensive Pronouns**

Fill in the blanks in the following sentences with appropriate reflexive or intensive pronouns. On the line to the right, write **R** for reflexive or **I** for intensive.

1. The doctor \_\_\_\_\_ came out to greet her patients. \_\_\_\_\_
2. Steve accompanies \_\_\_\_\_ on the guitar. \_\_\_\_\_
3. Terry, repeat to \_\_\_\_\_ those words of encouragement. \_\_\_\_\_
4. The movie \_\_\_\_\_ was boring, but the cartoon was hilarious. \_\_\_\_\_
5. We churned butter \_\_\_\_\_ when we lived on the farm. \_\_\_\_\_
6. Carol taught \_\_\_\_\_ how to play the piano. \_\_\_\_\_

## Application

[illegible]



Lesson  
6**Interrogatives and Demonstratives****Teaching**

An **interrogative pronoun** is used to introduce a question. The interrogative pronouns are *who*, *whom*, *what*, *which*, and *whose*.

*Who* is always used as a subject or a predicate pronoun.

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Subject</b>           | <u>Who</u> has the suntan lotion? |
| <b>Predicate pronoun</b> | The lifeguard is <u>who</u> ?     |

*Whom* is always used as an object.

|                              |                                              |
|------------------------------|----------------------------------------------|
| <b>Direct object</b>         | <u>Whom</u> did the lifeguard rescue?        |
| <b>Indirect object</b>       | He gave <u>whom</u> a lecture about safety?  |
| <b>Object of preposition</b> | With <u>whom</u> will you walk on the beach? |

Don't confuse *whose* with *who's*. *Who* is a contraction that means *who is*.

Who's the fastest swimmer?  
Whose are these sandals?

A **demonstrative pronoun** points out a person, place, thing, or idea. The demonstrative pronouns—*this*, *that*, *these*, and *those*—are used alone in a sentence. Never use *here* or *there* with a demonstrative pronoun.

|                 |                                                          |
|-----------------|----------------------------------------------------------|
| <b>Singular</b> | <u>This</u> is our blanket. <u>That</u> is yours.        |
| <b>Plural</b>   | <u>These</u> are your waterwings. <u>Those</u> are hers. |

**A. Using Interrogative Pronouns**

Underline the pronoun that correctly completes each sentence.

1. (Who, Whom) will the choir director choose?
2. The winner was (who, whom)?
3. (Who, Whom) discovered the valuable Hope Diamond?
4. The mail carrier brought (who, whom) that big package?
5. For (who, whom) was the house built?
6. (Who, Whom) makes the best apple strudel?
7. (Whose, Who's) are these mittens?

**B. Using Demonstrative Pronouns**

Underline the correct pronoun to complete each sentence.

1. (That, Those) are the rules of the game.
2. (This, These) are the kinds of mistakes that I keep making.
3. (This here, This) is the second day in a row of record-breaking heat.
4. For all I know, (that, that there) might have been your last chance.
5. Give (these, these here) a try; I think you'll like them.
6. I can see the titles of these paintings, but I can't see the titles on (those, those there).

**Lesson  
6****Interrogatives and Demonstratives****More Practice****A. Using Interrogative Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. The director chose (whom, who) for the role?
2. (Who, Whom) was the 16th president of the United States?
3. For (who, whom) was the message intended?
4. (Who's, Whose) are these notebooks?
5. (Who, Whom) wrote the play *Driving Miss Daisy*?
6. By (whom, who) was the mural painted?
7. (Who, Whom) supplied the refreshments for the dance?
8. (Who's, Whose) is this tape recorder?
9. Your favorite quarterback is (who, whom)?
10. (Who's, Whose) is the scarf on the top shelf?
11. (Who, Whom) are the people in the photograph?
12. For (who, whom) are we waiting?

**B. Choosing Demonstrative Pronouns**

Fill in the blanks in the following sentences with appropriate demonstrative pronouns.

1. \_\_\_\_\_ was a very nice thing to do.
2. \_\_\_\_\_ are the movies that always give me bad dreams.
3. \_\_\_\_\_ are Julie's earrings here on the dresser.
4. Arrange \_\_\_\_\_ in a vase, please.
5. \_\_\_\_\_ is our school, across the field.
6. \_\_\_\_\_ on the shelf are my sister's CDs.
7. \_\_\_\_\_ is my homework assignment for tomorrow.
8. \_\_\_\_\_ are the newest books from the library.
9. \_\_\_\_\_ is my baseball card collection.
10. Mom told us to pick tomatoes, but \_\_\_\_\_ aren't ripe yet.
11. May I see your sketches? \_\_\_\_\_ are mine.
12. I want a comfortable chair, and \_\_\_\_\_ seems perfect.

**Interrogatives and Demonstratives***Application***A. Writing Sentences with Interrogative Pronouns**

Write a question to go with each of these answers. Use the interrogative pronoun *who*, *whom*, or *whose* in each question.

**EXAMPLE** Answer: *Who rang the bell?*  
Question: Nicole rang the bell.

1. Question: \_\_\_\_\_

Answer: Our next-door neighbor is Mr. Kolar.

2. Question: \_\_\_\_\_

Answer: The plants on the roof are his.

3. Question: \_\_\_\_\_

Answer: Mr. O'Connor baked the cookies for his grandchildren.

4. Question: \_\_\_\_\_

Answer: I will e-mail my friend Colin.

5. Question: \_\_\_\_\_

Answer: Colin gave his e-mail address to me.

**B. Using Pronouns in Writing**

Imagine that you are a detective investigating the theft of an expensive pair of sneakers. Write five questions you would ask suspects and witnesses. Use one of the interrogative pronouns *who*, *whom*, or *whose* in each question.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

Lesson  
7**Pronoun-Antecedent Agreement***Teaching*

The **antecedent** is the noun or pronoun that a pronoun refers to or replaces. Pronouns must agree with their antecedents in number, person, and gender.

**Number** Use a singular pronoun to refer to a singular antecedent. Use a plural pronoun to refer to a plural antecedent.

Settlers moved to the American West and found that it was a huge and wild land.

When the settlers got together, they told stories with huge and wild heroes.

**Person** The **person** (first person, second person, third person) of a pronoun must be the same as the person of the antecedent. Avoid switching from one person to another in the same sentence or paragraph.

**First Person** We read tall tales that are a part of our American heritage.

**Second Person** You can make up your own tall tale.

**Third Person** The students shared their stories.

**Gender** The **gender** of a pronoun must be the same as the gender of its antecedent. Personal pronouns have three gender forms: masculine (*he, him, his*), feminine (*she, her, hers*), and neuter (*it, its*). Don't use only masculine or feminine pronouns when you mean to refer to both genders.

Marlene told her story to the class.

Haydon drew pictures to accompany his tall tale.

Each student had his or her favorite story.

**Identifying Pronouns and Their Antecedents**

In each sentence, underline the personal pronoun once and its antecedent twice.

1. Some tall tales are about real people, but the stories about them are exaggerated.
2. Other characters in tall tales are imaginary, but they are fascinating!
3. For example, steel-drivin' man John Henry challenged a steam drill to a contest and beat it.
4. Johnny Appleseed planted apple seeds with the hope they would sprout, grow, and provide fruit for new settlers.
5. Everyone remembers Sweet Betsy from Pike and her travels across the wide prairie.
6. Davy Crockett bragged that he was half horse, half alligator.
7. Slaves, yearning for freedom, told stories of a time when they could fly.
8. The stories about Mike Fink tell of his life as King of the Keelboatmen, the men who worked on cargo boats on the Mississippi River.
9. Sally Ann Thunder Ann Whirlwind claimed she could defeat a grizzly bear and make a lasso out of six rattlesnakes.
10. And who could forget giant lumberjack Paul Bunyan and his companion, Babe the Blue Ox?

# Pronoun-Antecedent Agreement

## More Practice

### A. Identifying Pronouns and Their Antecedents

In each sentence, draw an arrow to connect each pronoun to its antecedent.

1. Stories about Pecos Bill claim that he was America's greatest cowboy.
2. Old coyotes can remember when Bill was little and lived with them.
3. Bill tamed a wild mustang and named him Widow-Maker.
4. Some people say that Bill once caught a cyclone and rode it around the country.
5. Bill finally married. His bride's name was Slue-Foot Sue.
6. When Bill met Sue, she was riding a catfish as big as a whale.
7. Stories say that Bill died laughing when he tried to answer a city slicker's foolish questions about cowpunching.

### B. Making Pronouns and Antecedents Agree

Write a pronoun that correctly completes each sentence. Then underline the antecedent of the pronoun.

1. A spotted coat helps the leopard hide from \_\_\_\_\_ prey.
2. Snow covered the ballpark earlier, but \_\_\_\_\_ melted.
3. Ken came by and picked up \_\_\_\_\_ baseball before supper.
4. Many artists build \_\_\_\_\_ studios in old warehouses.
5. Greta could help if \_\_\_\_\_ set the table for dinner.
6. Silicon is important because \_\_\_\_\_ is used to make computer chips.
7. Jay opened the envelope, and \_\_\_\_\_ found nothing in it.
8. The brothers wanted to buy a stereo, but it was too expensive for \_\_\_\_\_.
9. Manuel's friends love to ski; \_\_\_\_\_ go skiing often.
10. Paul lent Sandi \_\_\_\_\_ bicycle because hers was broken.

**Lesson  
7**

# Pronoun-Antecedent Agreement

## Application

### A. Making Pronouns and Antecedents Agree in Writing

Read the following paragraph. Look especially for errors in agreement between pronouns and their antecedents. On the lines below, write the numbers of the sentences with agreement errors. Then write each of those sentences correctly.

(1) When loggers got together on winter evenings, they often talked about the biggest lumberjack of all, Paul Bunyan. (2) Shortly after Paul was born, it weighed 80 pounds. (3) It was so big, he knocked down a mile of trees just by rolling over in their sleep. (4) Her parents used a wagon pulled by a team of oxen as its baby carriage. (5) Years later, Paul rescued Babe, the Blue Ox, and they were never apart. (6) She worked cutting down trees, and Babe pulled it to the sawmill. (7) Paul hired many men to work with him. (8) The men liked working with Paul because he made sure she always had enough to eat. (9) Paul's cook made pancakes on a griddle so large that 50 men with bacon slabs tied to its feet skated around the griddle to grease him. (10) They were glad the cook made stacks of pancakes for them.

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### B. Writing with Pronouns

On the lines below, rewrite a familiar folktale or write an original tall tale. If you write a tall tale, use plenty of imagination and exaggeration. Be sure to include at least four personal pronouns with clear antecedents in your story.

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Lesson  
8

# Indefinite Pronoun Agreement

*Teaching*

An **indefinite pronoun** does not refer to a specific person, place, thing, or idea. Indefinite pronouns often do not have antecedents.

Indefinite pronouns can be singular, plural, or either singular or plural.

## Indefinite Pronouns

| Singular |           |            |           | Plural  | Singular or Plural |      |
|----------|-----------|------------|-----------|---------|--------------------|------|
| another  | each      | everything | one       | both    | all                | none |
| anybody  | either    | neither    | somebody  | few     | any                | some |
| anyone   | everybody | nobody     | someone   | many    | most               |      |
| anything | everyone  | no one     | something | several |                    |      |

Use a singular personal pronoun to refer to a singular indefinite pronoun. Use *his* or *her* when the antecedent could be either masculine or feminine.

Everyone turned his or her eyes to Cape Canaveral for the liftoff.

Use a plural personal pronoun to refer to a plural indefinite pronoun.

Several of the witnesses covered their eyes in fear.

Some indefinite pronouns can be singular or plural. Often, the phrase that follows the indefinite pronoun tells you whether the indefinite pronoun is singular or plural.

All of the flight went according to its schedule. (singular)

All of the flights went according to their schedules. (plural)

## Using Indefinite Pronouns

In each sentence, underline the correct pronoun choice.

1. All of the astronauts take (his or her, their) training seriously.
2. Each of the program instructors is expert in (his or her, their) specialty.
3. Everybody in the space program was chosen for (their, his or her) abilities.
4. Many are eager for (their, his or her) chance to prove they have the right stuff.
5. Each of the astronauts should know how to handle (his or her, their) ship in case of trouble.
6. Both of the first astronauts accepted (his, their) country's gratitude.
7. Neither of the astronauts was ashamed of (his, their) performance.
8. Someone waved (his or her, their) gloved hand to the crowd and then stepped aboard the space shuttle.
9. Some missions of the space program have had (its, their) share of tragedies.
10. Everyone alive during the explosion of the *Challenger* remembers how (he or she, they) heard the terrible news.
11. All of Christa MacAuliffe's students remember (his or her, their) teacher with gratitude and admiration.

**Lesson  
8****Indefinite Pronoun Agreement****More Practice****A. Identifying Indefinite Pronouns**

Underline the indefinite pronoun in each sentence. Then underline the correct pronoun in parentheses.

1. Many of Rembrandt's paintings have lost (its, their) original colors.
2. Each of the boys prepared (his, their) report independently.
3. All of the salespeople sold (his or her, their) goods at the convention.
4. Nobody expects to hear (his or her, their) name on the radio.
5. If anyone wants to be a doctor, tell (him or her, them) to volunteer for hospital work.
6. Neither of the cats had (its, their) nails clipped.
7. Everyone had a chance to state (his or her, their) opinions.
8. None of the medicine was labeled with (their, its) expiration date.
9. Anyone in the choir can bring (his or her, their) family to the concert.
10. Somebody has left (his or her, their) wallet on my desk.
11. Many of the rescue workers wore (his or her, their) own safety gear.
12. The skaters were choosy; several insisted on selecting the music for (his or her, their) programs.

**B. Using Pronouns Correctly**

In each sentence below, decide whether the pronouns agree with their antecedents. If the sentence is correct, write **Correct** on the line. If it contains a pronoun that does not agree with its antecedent, rewrite the sentence correctly on the line.

1. Everyone was glued to the television set after they heard the news.

2. Some of the networks changed its programming.

3. Everyone was shocked by what they had heard.

4. Most of the witnesses couldn't believe their eyes.

5. Nobody who saw the explosion could get it out of their mind.



# Indefinite Pronoun Agreement

*Application*

## A. Proofreading for Indefinite Pronoun Agreement

Proofread the following paragraph. When you find pronoun-antecedent error, cross out the pronoun. Then insert this proofreading symbol ↵ and write the correct pronoun or pronouns above it.

How would you like to be an astronaut? Everybody, even an astronaut in space, must take care of their body. Without healthy bodies, people can't function at peak level. To make sure the astronauts stay healthy, the space program has provided them with some basic necessities. None of the astronauts' food (some of which comes from a tube) tastes as good as their counterpart on Earth, but dietitians have made them nutritious and easy to eat. All of the astronauts need his or her sleep time. For that reason, each of the astronauts has their own sleeping couch. This couch is probably not too comfortable, and an astronaut has to strap himself or herself to it to keep from floating away. Could you stand these conditions for weeks? The sad truth is that even though almost everyone dreams about the adventure of space travel, they may not have the willpower to face its uncomfortable realities.

## B. Using Indefinite Pronouns in Writing

Imagine that you are one of six astronauts aboard a space shuttle. Write a diary entry about part of a day in space. Tell what you did and what others in your group did and said. Use at least four indefinite pronouns. Be sure that any personal pronouns agree with their indefinite pronoun antecedents in number.

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Lesson  
9**Pronoun Problems****Teaching*****We and Us with Nouns***

The pronouns *we* and *us* are often followed by a noun that identifies the pronoun (*we* workers, *us* workers).

Use *we* when the noun is a subject or a predicate noun. Use *us* when the noun is an object.

We workers were tired after the job. (*We* were tired.)

The supervisor gave us workers a break. (The supervisor gave *us* the break.)

**Unclear Reference**

Be sure that each personal pronoun refers clearly to only one person, place, or thing.

**Confusing** Laurie and Susan care about the environment. She has volunteered to clean up the park. (Who has volunteered?)

**Clear** Laurie and Susan care about the environment. Laurie has volunteered to clean up the park.

**A. Choosing the Correct Pronoun**

In each sentence, underline the correct pronoun form.

1. (We, Us) visitors paid five dollars to enter the old house.
2. The price increase is not popular with (we, us) comic book readers.
3. (We, Us) artists are showing our work at the school.
4. Mrs. Watson chose (we, us) eighth graders to be library aides.
5. If (we, us) quilters get together, we can make a beautiful quilt.
6. The city requires (we, us) dog owners to keep our dogs on leashes.
7. To (we, us) experienced climbers, this climb was quite easy.
8. (We, Us) marchers waved to the crowds on the sidewalk.

**B. Avoiding Unclear Reference**

In each set, circle the letter of the sentence that is stated more clearly.

1. **a.** Kim and Rita take long walks every day, but Kim walks farther than Rita.  
**b.** Kim and Rita take long walks every day, but she walks farther than she.
2. **a.** Lewis is bringing both running shoes and sandals. He says they look better, but they feel better.  
**b.** Lewis is bringing both running shoes and sandals. He says the sandals look better, but the running shoes feel better.
3. **a.** Joann and Georgia wear glasses. She is getting contact lenses.  
**b.** Joann and Georgia wear glasses. Georgia is getting contact lenses.

**Pronoun Problems****More Practice****A. Choosing the Correct Pronoun**

In each sentence, underline the correct pronoun form.

1. (Us, We) volunteers were happy to see the park looking good again.
2. Are (we, us) students invited to the concert?
3. Just as (we, us) campers got our tents up, it started to rain.
4. (We, Us) doctors are concerned about the possibility of infection.
5. The pool is open to (we, us) swimmers after 10 o'clock.
6. The driver announced each bus stop to (we, us) passengers.
7. Mom met (we, us) travelers at the airport gate.
8. The bill's supporters are contacting (we, us) voters.
9. The most worried people in the world were (we, us) suspects.
10. (We, Us) learners all take in information in different ways.

**B. Avoiding Unclear Reference**

Rewrite each of these sentences to make them clear.

1. When Justin and Tony watch TV together, he refuses to share the remote.

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2. Both Susan B. Anthony and Elizabeth Cady Stanton were active in the women's rights movement, but most people remember only her.

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3. Miko and Anne are interested in travel. She and her family are going to Japan this summer.

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4. The van and the truck reached the intersection at the same time, but it pulled away more quickly.

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5. Carol and Tracy went to the restaurant, and she ordered a chef's salad.

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6. Whenever Simon and Brad get into an argument, he always apologizes first.

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**Lesson  
9**

# Pronoun Problems

## Application

### A. Using Pronouns Correctly

Use each of the phrases printed below in an original sentence.

**EXAMPLE** we bicyclists

*We bicyclists signaled a left turn.*

1. we gardeners \_\_\_\_\_

2. us guests \_\_\_\_\_

3. us customers \_\_\_\_\_

4. we boaters \_\_\_\_\_

### B. Proofreading for Correct Pronoun Usage

The following paragraph is filled with unclear references. Rewrite the paragraph more clearly on the lines below.

Alfonso and Ed are doing a report on immigration into the United States during the early 20th century. In doing his research, he found some interesting information about Ellis Island. Many of them passed through the station on Ellis Island on their way into the United States. Then he found some photographs of Ellis Island and the immigrants who stopped there. Alfonso and Ed were both excited about the immigrant journals they found. He decided to work with him to make a slide show. He would read the words of the immigrants as the pictures were shown on the screen. Maybe he could find more photographs for the slide show. Both the boys set to work looking for more photos and more information about the immigrant experience.

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# More Pronoun Problems

## Teaching

**Using Pronouns in Compounds** Use the subject pronouns *I, she, he, we* and *they* in a compound subject or with a predicate noun or pronoun. Use the object pronouns *me, her, him, us*, and *them* in a compound object.

|                            |                                                    |
|----------------------------|----------------------------------------------------|
| Compound subject           | <u>Marie and he</u> performed experiments.         |
| Compound predicate pronoun | Amazing scientists were <u>Pierre and she</u> .    |
| Compound object            | They awarded <u>Marie and him</u> the Nobel Prize. |

**Phrases That Interfere** Sometimes words and phrases come between a subject and a pronoun that refers to it. Be sure the pronoun agrees with the subject.

Marie Curie, unlike today's scientists, didn't understand the risk she was taking.  
(*She* refers to *Marie Curie*.)

## A. Using Pronouns in Compounds

Underline the pronoun that completes each sentence correctly.

1. Marya Sklodowska was a brilliant science student in 1891 when she met Pierre Curie. Marya and (him, he) fell in love and were married in 1895.
2. Great researchers were Pierre and (she, her).
3. The search for radioactive elements fascinated Marya, now known as Marie, and (he, him).
4. Pierre and (her, she) knew that uranium gave off strange rays.
5. It seemed possible to Pierre and (her, she) that other elements could do the same.
6. After many experiments, Marie and (he, him) discovered a radioactive element they called radium.
7. Too bad they didn't know the harm it was causing Pierre and (she, her).
8. In 1903, Marie and (he, him) won the Nobel Prize in physics.
9. But radiation poisoning was already affecting Pierre and (her, she).

## B. Dealing with Phrases That Interfere

Draw arrows from the boldfaced pronouns to the words they modify.

1. Pierre, who sometimes took radium from his pocket to show his friends, discovered that **his** health was failing.
2. The muscles all over his body were losing **their** tone.
3. His skin, which had touched radium for years, looked as if **it** had been burned.
4. Pierre, greatly weakened by the disease, lost **his** life when he stepped in front of an oncoming cart.

**Lesson  
10****More Pronoun Problems****More Practice****A. Using Pronouns in Compounds**

Underline the pronoun that completes each sentence correctly.

1. Were you and (they, them) the winners?
2. The teacher called on Stan and (her, she).
3. Between you and (I, me), I didn't really understand that joke.
4. (He, Him) and I are working on a science project.
5. Lily and (I, me) drew the cartoons for the newspaper.
6. A taxi is taking (they, them) and us to the airport.
7. The Jaspers and (she, her) are good friends.
8. Rosita borrowed the CD from my brother and (me, I).
9. The best dancers were Mimi and (him, he).
10. Will you drive the Breens and (we, us) to school?

**B. Dealing with Phrases That Interfere**

Decide if the pronouns in each sentence are used correctly. If the sentence has an error, rewrite the sentence on the line. If the sentence is written correctly, write **Correct** on the line.

1. The Curies, both great people of science, were ahead of its time.  
\_\_\_\_\_
2. Radium, with its radioactive rays, was more dangerous than the Curies thought they could be.  
\_\_\_\_\_  
\_\_\_\_\_
3. The shed they worked in was famous for its leaks and drafts.  
\_\_\_\_\_
4. Marie, unaware of the danger of radium, kept some of them by her bed so she could see by its constant light.  
\_\_\_\_\_  
\_\_\_\_\_
5. Marie, an excellent student in physics, earned their doctorate in 1903.  
\_\_\_\_\_

## More Pronoun Problems

### Application

#### A. Proofreading

Proofread this paragraph. Look especially for errors in the use of pronouns. When you find an error, cross out the pronoun used incorrectly. Insert this symbol ✎ and write the correct pronoun above it.

One of the most famous teams in the history of science was Marie and Pierre Curie. To he and she we owe much of our understanding of radioactivity. For that knowledge, they sacrificed their lives. Marie and him spent countless hours in a drafty shed doing experiments. They were looking for an element that would give off radioactive rays. To Pierre and her, the search was fascinating. Once Pierre and her found the element radium, Marie was able to write about her findings and earn her doctorate. However, radium took its toll on the health of Pierre and she. They did not know that this element was dangerous, so Marie and him handled it freely, without even using gloves. Pierre and she both eventually died of radiation poisoning.

#### B. Making Pronouns Agree with Their Antecedents

Below are the beginnings of several sentences. Each beginning contains the sentence's subject. For each sentence beginning, choose an ending from the list below. Write your ending on the line.

**EXAMPLE** Pierre enjoyed showing radium to his friends.

|               |             |
|---------------|-------------|
| his chemicals | his friends |
| their prize   | their work  |
| her doctorate | its damage  |

1. The scientists, with great determination, continued \_\_\_\_\_.
2. Marie, unlike many other women during those years, wanted to earn \_\_\_\_\_.
3. Pierre, a teacher, didn't have enough money to pay for \_\_\_\_\_.
4. The Curies, after years of work, were proud of \_\_\_\_\_.
5. Radium, one of the most dangerous substances on Earth, finally did \_\_\_\_\_ and killed Marie when she was 66 years old.

Lesson  
1

# What Is a Verb?

*Teaching*

A **verb** is a word used to express an action, a condition, or a state of being. The two main kinds of verbs are action verbs and linking verbs. Both kinds can be appear with helping verbs

An **action verb** tells what the subject does. The action may be physical or mental.

She **rides** motorcycles. (physical action)      I **prefer** a bike. (mental action)

A **linking verb** links the subject of the sentence to a word in the predicate. The most common linking verbs are forms of the verb *be*, as in *We **are** late.*

| Linking Verbs                       | Sample Verbs                                                |
|-------------------------------------|-------------------------------------------------------------|
| <b>Forms of be</b>                  | be, is, am, are, was, were, been, being                     |
| <b>Verbs that express condition</b> | look, smell, feel, sound, taste, grow, appear, become, seem |

Some verbs may act either as action verbs or as linking verbs.

She **smells** the perfume. (action)      It **smells** flowery. (linking)

Helping verbs help the main verb express action or show time. They are combined with the main verbs to form verb phrases.

He **has planted** the crops. (The helping verb is **has**. The main verb is **planted**.)

A few verbs can serve as either helping verbs or main verbs.

He **has** a tractor. (The main verb is **has**.)

| Common Helping Verbs                 |                                                                         |
|--------------------------------------|-------------------------------------------------------------------------|
| <b>Forms of have:</b> has, have, had | <b>Forms of be:</b> be, am, is, are, was, were, been, being             |
| <b>Forms of do:</b> do, does, did    | <b>Others:</b> could, should, would, may, might, must, can, shall, will |

## Identifying Verbs

Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with **A** for action or **L** for linking.

- The subway travels at fast speeds under the ground. \_\_\_\_\_
- During rush hour, the subway trains become quite crowded. \_\_\_\_\_
- The subway driver controls the trains. \_\_\_\_\_
- Some subways are over the ground. \_\_\_\_\_
- The trains stay on their train tracks at all times. \_\_\_\_\_
- Subways cause less air pollution than do automobiles. \_\_\_\_\_
- However, subways sound very loud to nearby onlookers. \_\_\_\_\_
- I ride the subway often. \_\_\_\_\_



# What Is a Verb?

## More Practice

### A. Identifying Verbs

Underline the verb or verb phrase in each sentence. On the line to the right, label the verb with **A** for action or **L** for linking.

1. Mail travels overseas on airplanes. \_\_\_\_\_
2. Mail also can go overseas by boats. \_\_\_\_\_
3. Boats are slower but less expensive. \_\_\_\_\_
4. Most people send their mail overseas by airplane. \_\_\_\_\_
5. Boats might take weeks for the trip across the ocean. \_\_\_\_\_
6. Boats were once the only form of transportation across the ocean. \_\_\_\_\_
7. The post office can use trucks, trains, and planes to move mail. \_\_\_\_\_
8. In the past, horses have carried mail across the country. \_\_\_\_\_

### B. Identifying Helping Verbs and Main Verbs

In Exercise A, find four sentences that use helping verbs. In each box below, write those sentence numbers and the parts of each verb phrase in the correct columns.

| Helping Verb(s) | Main Verb | Helping Verb(s) | Main Verb |
|-----------------|-----------|-----------------|-----------|
| # _____         | _____     | # _____         | _____     |
| # _____         | _____     | # _____         | _____     |

### C. Using Verbs

In each sentence, replace the underlined verb with a more specific verb.

1. A hovercraft stays above the water surface on a layer of blown air.  
\_\_\_\_\_
2. Jumbo jets move at speeds of 550 miles per hour.  
\_\_\_\_\_
3. Animals, such as horses and camels, get people and goods over the land.  
\_\_\_\_\_
4. Robert Fulton made the first efficient steamboat, the *Clermont*.  
\_\_\_\_\_

Lesson  
1**What Is a Verb?***Application***A. Identifying and Replacing Verbs**

In each sentence, underline the verb or verb phrase. If the verb is an action verb, rewrite the sentence with another action verb. If the original verb is a linking verb, simply write **Linking**.

1. The Alaskan pipeline transports over two million barrels of oil per day.

\_\_\_\_\_

2. Automobiles are the most popular mode of transportation today.

\_\_\_\_\_

3. Europeans use trains more often than Americans do.

\_\_\_\_\_

4. The rotation of rotor blades moves a helicopter.

\_\_\_\_\_

5. All passengers in cars should wear their seat belts.

\_\_\_\_\_

6. A tow truck has moved the broken-down car.

\_\_\_\_\_

**B. Using Verbs**

On each line, write an action verb that makes sense in the sentence and paragraph. Underline every linking verb.

My uncle travels across the country often. He \_\_\_\_\_ different modes of transportation. He \_\_\_\_\_ his car sometimes, but only in good weather. Also, he \_\_\_\_\_ cars when he doesn't want to put too many miles on his own car. Often he \_\_\_\_\_ on airplanes for the longer journeys. However, for variety he \_\_\_\_\_ a ticket for the train. It's a more entertaining way to travel than the plane. Next time, he says, he will \_\_\_\_\_ either by boat or by helicopter.

**Lesson**  
**2**

# Action Verbs and Objects

## Teaching

Action verbs often require words that complete their meaning. These words are called **complements**. These complements are direct objects and indirect objects.

A **direct object** is a word or words that name the receiver of the action. It answers *what* or *whom* receives the action of the verb.

Larry tells **stories**. (*What* does Larry tell? *stories*)

An **indirect object** tells *to what* or *whom* or *for what* or *whom* an action is done. Verbs that take indirect objects include *bring, give, make, send, show, teach, tell, and write*.

Larry tells **his friends** stories. (*To whom* does Larry tell stories? *his friends*)

Remember that if the preposition *to* appears before a word, that word is not an indirect object.

**Transitive and Intransitive Verbs** An action verb that has a direct object is called a **transitive verb**. An action verb that does not have a direct object is an **intransitive verb**.

Do not be confused when an intransitive verb is followed by an adverb. A direct object tells *what* or *whom*, while an adverb tells *how, when, where, or to what extent*.

Gina **claps** her hands. (*What* does Gina clap? *hands* Here **claps** is transitive.)  
Colby **claps** loudly. (*How* does Colby clap? *loudly* Here **claps** is intransitive.)

## Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs

In each sentence, underline the verb or verb phrase. Above each boldfaced word write **DO**, **IO**, or **ADV** for direct object, indirect object, or adverb. On the line to the right, write whether the verb is **Transitive** or **Intransitive**.

1. Each of us told the **group** a **story**. \_\_\_\_\_
2. Andrea narrated a **tale** of terror and bloodshed. \_\_\_\_\_
3. Everyone was listening very **carefully**. \_\_\_\_\_
4. Who wrote "**The Pit and the Pendulum**"? \_\_\_\_\_
5. Marcus gave **us** a **lesson** in pronunciation. \_\_\_\_\_
6. Joe read the **class** a **poem**. \_\_\_\_\_
7. Gordon was writing **Katrina** a long **letter**. \_\_\_\_\_
8. Anna spoke **indistinctly**. \_\_\_\_\_
9. Peter and Al presented a little **skit**. \_\_\_\_\_
10. Peter played the **part** of a policeman. \_\_\_\_\_

Lesson  
2**Action Verbs and Objects***More Practice***A. Identifying Direct and Indirect Objects, and Transitive and Intransitive Verbs**

In each sentence, underline the verb or verb phrase. Above each boldfaced word write **DO**, **IO**, or **ADV** for direct object, indirect object, or adverb. On the line at the right, write whether the verb is **Transitive** or **Intransitive**.

1. Louise started that **rumor**. \_\_\_\_\_
2. She told several **classmates** a nasty **story** about her friends. \_\_\_\_\_
3. She was lying **shamelessly**. \_\_\_\_\_
4. Thomas repeated the **tale**. \_\_\_\_\_
5. He told his **friends** a slightly different **version**. \_\_\_\_\_
6. Friends of the victims reacted **angrily**. \_\_\_\_\_
7. They told the **principal everything**. \_\_\_\_\_
8. He has given **Louise and Thomas detention** for a week. \_\_\_\_\_
9. Eloise never repeats **gossip**. \_\_\_\_\_
10. She speaks **truthfully**. \_\_\_\_\_

**B. Completing Transitive Verbs by Adding Direct Objects**

Add a direct object to each of these sentences.

1. Public service announcements give listeners \_\_\_\_\_ about various topics.
2. During blizzards, radio stations report \_\_\_\_\_.
3. They must verify their \_\_\_\_\_ before making their announcements.
4. Traffic announcers report \_\_\_\_\_ on the roads.
5. Photographers shoot \_\_\_\_\_ of unusual occurrences.
6. Sportscasters tell viewers \_\_\_\_\_ of the latest games.
7. Sometimes news bulletins interrupt \_\_\_\_\_.
8. During tornado alerts, viewers get \_\_\_\_\_ from local TV and radio stations.
9. A few hours after voting booths close, TV stations tell us \_\_\_\_\_.
10. Yesterday I watched \_\_\_\_\_ on the TV.

**Lesson**  
**2**

# Action Verbs and Objects

## Application

### A. Changing Intransitive Verbs to Transitive Verbs by Adding Direct Objects

The verb in each sentence below is an intransitive verb, without a direct object. Rewrite the sentence, using the same subject and verb but changing the rest of the sentence to make the verb transitive. Underline both the verb and the direct object that you add.

**EXAMPLE** The clown juggled skillfully.

*The clown juggled six colored balls at one time.*

1. Elena paints well.

\_\_\_\_\_

2. Hans studied for an hour.

\_\_\_\_\_

3. Olive practiced earlier today.

\_\_\_\_\_

4. The boys will learn quickly.

\_\_\_\_\_

5. The late-comers watched from the back of the auditorium.

\_\_\_\_\_

### B. Using Direct and Indirect Objects and Transitive and Intransitive Verbs

Write a paragraph about hearing or telling a made-up story or presenting a factual report about true events. In the paragraph, use at least four terms from each box. Use the verbs as either transitive or intransitive verbs. Use the nouns and pronouns as direct or indirect objects. Underline each verb you use as a transitive verb.

| Verbs |          |        |         |
|-------|----------|--------|---------|
| told  | reported | stated | called  |
| spoke | learned  | showed | helped  |
| put   | gave     | taught | enjoyed |

| Nouns and Pronouns |        |       |      |
|--------------------|--------|-------|------|
| story              | report | photo | girl |
| facts              | event  | news  | boy  |
| her                | him    | us    | them |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson**  
**3**

# Linking Verbs and Predicate Words

## Teaching

A linking verb connects the subject of a sentence to a word or words in the predicate. This word is called a **subject complement**. The subject complement identifies or describes the subject. Some common linking verbs are *is*, *feel*, *seem*, and *look*.

Costumes **are** clothing. (linking verb: *are*; subject complement: *clothing*)

Some costumes **look** fancy. (linking verb: *look*; subject complement: *fancy*)

There are two kinds of subject complements.

A **predicate noun** is a noun or pronoun that follows a linking verb and identifies, renames, or defines the subject.

Uniforms **are** my favorite costumes. (The predicate noun *costumes* identifies the subject, *uniforms*.)

A **predicate adjective** is an adjective that follows a linking verb and describes or modifies the subject.

That uniform **looks** really cool. (The predicate adjective *cool* describes the subject, *uniform*.)

## Identifying Linking Verbs and Predicate Words

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right.

1. Flamenco is a traditional dance from southern Spain. \_\_\_\_\_
2. Brightly colored dresses are the costume of female flamenco dancers. \_\_\_\_\_
3. These beautiful dresses look frilly. \_\_\_\_\_
4. The skirts are ruffled. \_\_\_\_\_
5. Flowers are part of the women's costumes. \_\_\_\_\_
6. The dancers' jewelry looks colorful. \_\_\_\_\_
7. Their shoes sound noisy. \_\_\_\_\_
8. The men's bolero jackets seem short. \_\_\_\_\_
9. Do the jackets feel tight? \_\_\_\_\_
10. A key part of the costume is a black hat. \_\_\_\_\_
11. Flamenco dancers seem very energetic. \_\_\_\_\_
12. Are Spanish Gypsies the best flamenco dancers? \_\_\_\_\_

**Linking Verbs and Predicate Words***More Practice***A. Identifying Linking Verbs and Predicate Words**

In each sentence, underline the subject once and the verb twice. Write the predicate noun or predicate adjective on the line to the right.

1. A traditional Japanese garment is a kimono. \_\_\_\_\_
2. A kimono is a robe like a wraparound for the body. \_\_\_\_\_
3. Today, kimonos are clothing for special occasions only. \_\_\_\_\_
4. An obi is a sash around a kimono. \_\_\_\_\_
5. Zori are thong sandals. \_\_\_\_\_
6. Pink kimonos seem popular with young girls. \_\_\_\_\_
7. Black is the color of a formal kimono for married women. \_\_\_\_\_
8. The silk kimono with the floral design seems expensive. \_\_\_\_\_
9. This cotton kimono feels comfortable. \_\_\_\_\_
10. The wedding kimono with the crane design looks beautiful. \_\_\_\_\_

**B. Using Predicate Words**

Complete each sentence by writing a predicate complement in the blank. In the parentheses following the sentence, write **PN** if you added a predicate noun or **PA** if you added a predicate adjective.

1. The brown cowboy boots with the pointy toes look \_\_\_\_\_. (\_\_\_\_)
2. My favorite shoes are my \_\_\_\_\_. (\_\_\_\_)
3. For us, the favorite costume day is \_\_\_\_\_. (\_\_\_\_)
4. At New Year's Eve, people are usually \_\_\_\_\_ about a new beginning. (\_\_\_\_)
5. The clothing of party-goers seems particularly \_\_\_\_\_. (\_\_\_\_)
6. Their noise-makers sound especially \_\_\_\_\_ at midnight. (\_\_\_\_)
7. The uniforms of sports teams are, in a sense, a \_\_\_\_\_. (\_\_\_\_)
8. This bicycle helmet feels \_\_\_\_\_. (\_\_\_\_)
9. Those flippers worn by scuba divers are \_\_\_\_\_. (\_\_\_\_)
10. Snowshoes appear \_\_\_\_\_, but they are effective. (\_\_\_\_)

**Lesson**  
**3**
**Linking Verbs and Predicate Words**
*Application*
**A. Identifying Linking Verbs and Predicate Words**

In each sentence, underline the subject once and the verb twice. Write the predicate word on the line to the right. After the predicate word, identify it by writing **PN** for predicate noun or **PA** for predicate adjective.

**EXAMPLE** Many knights of the king were soldiers in armor. *soldiers, PN*

1. For many centuries, the costume of a rich soldier was armor. \_\_\_\_\_
2. Mail armor is rings of iron in a linked pattern. \_\_\_\_\_
3. Suits of armor appear very uncomfortable. \_\_\_\_\_
4. Plate armor from the 15th century is solid metal. \_\_\_\_\_
5. A gauntlet is plate armor for a knight's hand and wrist. \_\_\_\_\_
6. A suit of armor felt hot in the sun. \_\_\_\_\_
7. The fasteners for a knight's armor were leather straps. \_\_\_\_\_
8. Did walking knights sound creaky? \_\_\_\_\_

**B. Using Linking Verbs and Predicate Words**

Change the predicate word for each sentence in Exercise A. When possible, replace predicate nouns with predicate adjectives, and predicate adjectives with predicate nouns. Add other words in the predicate as needed.

**EXAMPLE** Many knights of the king were loyal followers. *OR*

Many knights of the king were courageous.

1. For many centuries, the costume of a rich soldier was \_\_\_\_\_
2. Mail armor is \_\_\_\_\_
3. Suits of armor appear \_\_\_\_\_
4. Plate armor from the 15th century is \_\_\_\_\_
5. A gauntlet is \_\_\_\_\_
6. A suit of armor felt \_\_\_\_\_
7. The fasteners for a knight's armor were \_\_\_\_\_
8. Did walking knights sound \_\_\_\_\_?



Lesson  
4

## Principal Parts of Verbs

## Teaching

Every verb has four basic forms called its **principal parts**: the present, the present participle, the past, and the past participle. With helping verbs, these four parts make all the tenses and forms of the verb.

- I **enjoy** Mozart's music. (Present)
- I **am enjoying** this performance. (Present participle)
- I **enjoyed** past concerts. (Past)
- I **have enjoyed** his works for years. (Past participle)

## The Four Principal Parts of a Verb

| Present | Present Participle | Past     | Past Participle |
|---------|--------------------|----------|-----------------|
| enjoy   | (is) enjoying      | enjoyed  | (has) enjoyed   |
| listen  | (is) listening     | listened | (has) listened  |

There are two kinds of verbs: regular and irregular.

A **regular verb** is a verb whose past and past participle are formed by adding *-ed* or *-d* to the present. The present participle is formed by adding *-ing* to the present. Spelling changes are needed in some words, for example, *carry-carried*.

## Regular Verbs

| Present | Present Participle      | Past              | Past Participle         |
|---------|-------------------------|-------------------|-------------------------|
| enjoy   | (is) enjoy + <b>ing</b> | enjoy + <b>ed</b> | (has) enjoy + <b>ed</b> |

**Irregular verbs** are discussed in the next lesson.

## Identifying Forms of Regular Verbs

Identify each underlined principal part of the verb. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** on the line to identify the present, present participle, past, or past participle form.

**EXAMPLE** The conductor has chosen the music for the concert. *Past Part.*

- Wolfgang Amadeus Mozart composed more than 600 works. \_\_\_\_\_
- The orchestra has performed dozens of them. \_\_\_\_\_
- Tonight they are playing the *Haffner Symphony*. \_\_\_\_\_
- They often present his piano sonatas. \_\_\_\_\_
- His operas feature great characterizations. \_\_\_\_\_
- Mozart died at age 35. \_\_\_\_\_
- He was buried in a pauper's grave. \_\_\_\_\_
- It is not known who commissioned Mozart's *Requiem*. \_\_\_\_\_
- Some people have suggested that Mozart wrote it for himself. \_\_\_\_\_
- The college choral group is presenting the *Requiem* at tonight's concert. \_\_\_\_\_

**Lesson  
4**

# Principal Parts of Verbs

## More Practice

### A. Identifying Forms of Regular Verbs

Identify each underlined principal part of the verb. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** to identify the present, present participle, past, or past participle form.

1. Rita's forgetting the book caused a delay. \_\_\_\_\_
2. The sleepy baby is making a fuss over his missing blanket. \_\_\_\_\_
3. When is the bus stopping here? \_\_\_\_\_
4. We are attempting to work the problem now. \_\_\_\_\_
5. Who in this room likes radishes? \_\_\_\_\_
6. Martha considered her schedule before making plans. \_\_\_\_\_
7. Henry played his heart out, but his team lost anyway. \_\_\_\_\_
8. We have wondered about the ending of that story. \_\_\_\_\_
9. I agree to your compromise. \_\_\_\_\_
10. They are forming a new governing board now. \_\_\_\_\_

### B. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line.

**EXAMPLE** Mozart had (compose) several sonatas by age 12. *composed*

1. Critics have (praise) Mozart for his taste and technique. \_\_\_\_\_
2. We particularly (respond) to his melodies. \_\_\_\_\_
3. Mozart was (compose) music when he was five. \_\_\_\_\_
4. He first (perform) in concert from about age seven. \_\_\_\_\_
5. I am (learn) to play a song from *The Marriage of Figaro* on the piano. \_\_\_\_\_
6. I have (like) that tune since the first time I heard it. \_\_\_\_\_
7. The first audiences (love) the comedy of *Figaro* as well as the music. \_\_\_\_\_
8. The local opera company is (present) the opera this weekend. \_\_\_\_\_
9. My cousin will be (play) the part of Cherubino. \_\_\_\_\_
10. Musicians ever since Mozart's time have (imitate) him. \_\_\_\_\_

# Principal Parts of Verbs

## Application

### B. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Then identify which form you have used. Write **Pres.**, **Pres. Part.**, **Past**, or **Past Part.** to identify the present, present participle, past, or past participle form.

**EXAMPLE** The traffic has (stop) at the light. stopped, Past Part.

1. The police are (question) the suspect. \_\_\_\_\_
2. The queen had (assign) the knights a difficult task. \_\_\_\_\_
3. We (paint) the house last summer. \_\_\_\_\_
4. The paint had (start) to peel. \_\_\_\_\_
5. All summer, the painters (work) on it. \_\_\_\_\_
6. Harriet was (clean) her room. \_\_\_\_\_
7. I (clean) the garage every week. \_\_\_\_\_
8. Mom (serve) tuna fish salad yesterday. \_\_\_\_\_
9. The team has (play) twice this year and has lost both times. \_\_\_\_\_
10. Who will be (face) us in the playoffs? \_\_\_\_\_

### B. Supplying Verbs in the Correct Forms

Almost all the verbs other than helping verbs are missing from this paragraph. Choose the verb from the box that best completes each sentence. Be sure to use the correct verb form.

|        |         |        |
|--------|---------|--------|
| play   | include | tap    |
| die    | compose | listen |
| travel | force   | direct |

Have you ever \_\_\_\_\_ to *A Little Night Music* by Wolfgang Amadeus Mozart? It \_\_\_\_\_ several lively melodies. The music is so cheerful that it \_\_\_\_\_ you to hum or whistle along. If you can't carry a tune, you will be \_\_\_\_\_ time to the music. The young man who \_\_\_\_\_ the music was a musical prodigy. He \_\_\_\_\_ violin and harpsichord almost as an infant, and was a composer by the age of five. As a child, he \_\_\_\_\_ all over Europe with his father and sister, giving concerts. In his teens he was \_\_\_\_\_ orchestras. Unfortunately, he \_\_\_\_\_ young, at the age of 35.

**Lesson  
5**

# Irregular Verbs

## Teaching

**Irregular verbs** are verbs whose past and past participle are not formed by adding *-ed* or *-d* to the present. The five sections of this chart show different patterns used to form the past and past participles of many irregular verbs.

|                                                                                                | Present                                            | Past                                               | Past Participle                                                                                     |                                                                                                                                    | Present                                                                | Past                                                                      | Past Participle                                                                                                                                           |
|------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Group 1</b><br>The forms of the present, past, & past participle are same                   | burst<br>cost<br>hurt<br>let<br>put<br>set<br>shut | burst<br>cost<br>hurt<br>let<br>put<br>set<br>shut | (have) burst<br>(have) cost<br>(have) hurt<br>(have) let<br>(have) put<br>(have) set<br>(have) shut | <b>Group 4</b><br>The past participle is formed from the present, often adding <i>-n</i> , <i>-en</i> , or <i>-ne</i> .            | do<br>eat<br>fall<br>five<br>go<br>know<br>run<br>see<br>take<br>throw | did<br>ate<br>fell<br>gave<br>went<br>knew<br>ran<br>saw<br>took<br>threw | (have) done<br>(have) eaten<br>(have) fallen<br>(have) given<br>(have) gone<br>(have) known<br>(have) run<br>(have) seen<br>(have) taken<br>(have) thrown |
| <b>Group 2</b><br>The forms of past & past participle are same                                 | bring<br>catch<br>get<br>lead<br>sit               | brought<br>caught<br>got<br>led<br>sat             | (has) brought<br>(has) caught<br>(has) got<br>(has) led<br>(has) sat                                | <b>Group 5</b><br>The last vowel changes from <i>i</i> in the present to <i>a</i> in the past, to <i>u</i> in the past participle. | begin<br>drink<br>ring<br>sing<br>sink<br>swim                         | began<br>drank<br>rang<br>sang<br>sunk<br>swam                            | (have) begun<br>(have) drunk<br>(have) rung<br>(have) sung<br>(have) sunk<br>(have) swum                                                                  |
| <b>Group 3</b><br>The past participle is formed by adding <i>-n</i> or <i>-en</i> to the past. | break<br>choose<br>freeze<br>lie<br>speak<br>wear  | broke<br>chose<br>froze<br>lay<br>spoke<br>wore    | (have) broken<br>(have) chosen<br>(have) frozen<br>(have) lain<br>(have) spoken<br>(have) worn      |                                                                                                                                    |                                                                        |                                                                           |                                                                                                                                                           |

The different forms of the verb *be* do not follow any pattern.

| Present     | Past      | Past Participle |
|-------------|-----------|-----------------|
| am, is, are | was, were | (have) been     |

## Using the Correct Forms of Irregular Verbs

Underline the correct verb form of the two in parentheses.

- The judges have (chose, chosen) the finalists.
- Our mayor has not (broke, broken) any promises.
- Everyone (drank, drunk) milk with the sandwiches.
- Soccer fans (began, begun) to fill the stands an hour before the game.
- Have you (brung, brought) your application with you?
- We (did, done) an experiment showing the effects of global warming.
- Rabbits (ate, eaten) most of the lettuce in our garden.
- I haven't (gave, given) my poetry reading yet.
- My summer vacation certainly (went, gone) quickly.
- Very few people (knew, known) about the secret room.
- Grapes have (grew, grown) in this valley for years.
- The last of the marathon entrants has (run, ran) past the finish line.

# Irregular Verbs

## More Practice

### A. Using the Correct Forms of Irregular Verbs

Underline the correct verb form of the two in parentheses.

1. The barbershop quartet (sang, sung) in close harmony.
2. I (saw, seen) a hilarious sitcom on television last night.
3. My teacher must have (spoke, spoken) to the coach.
4. The soprano (took, taken) an extra breath for her high notes.
5. The seal (swam, swum) to the rocky island.
6. Two players were (threw, thrown) out of the game.
7. A burgler has (stole, stolen) the diamond jewelry.
8. Jane (wrote, written) several papers on the computer last week.
9. The milk must have (froze, frozen) on the porch.
10. A baby robin has (fell, fallen) out of the nest.
11. The principal (rang, rung) the fire alarm.
12. We have (shook, shaken) the tree to get some apples to fall.

### B. Writing the Correct Forms of Verbs

Decide which form is needed: the present participle, the past, or the past participle of each verb given in parentheses. Write the correct form on the line.

**EXAMPLE** The squirrels have (steal) the birdfeed. *stolen*

1. Amiko (choose) her library books yesterday. \_\_\_\_\_
2. My favorite jeans have (begin) to wear out. \_\_\_\_\_
3. Someone (break) that valuable Chinese vase. \_\_\_\_\_
4. Why didn't you (bring) your skateboard? \_\_\_\_\_
5. The cattle have (eat) the corn and oats. \_\_\_\_\_
6. Patty has (do) twice as much research as Ron. \_\_\_\_\_
7. No, I have never (drink) coconut milk. \_\_\_\_\_
8. Another spacecraft (go) into orbit around the moon. \_\_\_\_\_
9. My father has (give) me a new pair of skates. \_\_\_\_\_
10. My hair (grow) two inches during the vacation. \_\_\_\_\_

**Lesson**  
**5**

# Irregular Verbs

## Application

### A. Writing the Correct Forms of Verbs

Decide which form of the verb given in parentheses is needed. Write the correct form on the line. Identify the form you used by writing **Present**, **Past**, or **PP** for *past participle*.

**EXAMPLE** The horse (spring) into action at Roy's call. *sprang, Past*

1. Currently, the police (know) of no motive for the crime. \_\_\_\_\_
2. Have you (speak) to anyone about your vacation plans? \_\_\_\_\_
3. Who (see) your solar calculator last? \_\_\_\_\_
4. The senior choir has (sing) a medley of show tunes. \_\_\_\_\_
5. Our lawn mower (run) out of gas before I finished the lawn. \_\_\_\_\_
6. Who could have (steal) such a heavy statue? \_\_\_\_\_
7. I have (write) several poems for the school newspaper. \_\_\_\_\_
8. The team (swim) warm-up laps before the meet. \_\_\_\_\_
9. Who has (take) the schedule off the bulletin board? \_\_\_\_\_
10. The skittish pony (throw) everyone who tries to ride it. \_\_\_\_\_

### B. Proofreading for the Correct Forms of Verbs

Draw a line through each incorrect verb form in this paragraph. Draw this proofreading symbol ✎ next to the error and, in the spaces between lines of type, write the correct form of the verb.

**EXAMPLE** In the past, Dad has ~~went~~<sup>gone</sup> ice fishing with my uncle.

Last weekend I went ice-fishing for the first time with my dad and nearly freezed to death. I weared two pairs of wool socks, but needed about four. For six hours, we sitted in this little hut and fished through a hole in the ice, but the fish weren't biting. After a while, I begun to get hungry. When I told my dad, he opened a can of cold sardines, and we eat them with some stale crackers.

# Simple Tenses

## Teaching

A **tense** is a verb form that shows the time of an action or condition. Verbs have three **simple tenses**: the present, the past, and the future. The **present tense** shows an action or condition that occurs now. The **past tense** shows an action or condition that was completed in the past. The **future tense** shows an action or condition that will occur in the future.

|                |                                                                 |
|----------------|-----------------------------------------------------------------|
| <b>Present</b> | Rain <b>aids</b> plant growth. Rain <b>is</b> helpful.          |
| <b>Past</b>    | Rain <b>aided</b> plant growth. Rain <b>was</b> helpful.        |
| <b>Future</b>  | Rain <b>will aid</b> plant growth. Rain <b>will be</b> helpful. |

The progressive form of a verb shows an action or condition that is in progress. The progressive forms of the three simple tenses are used to show that actions are, were, or will be in progress.

|                            |                                          |
|----------------------------|------------------------------------------|
| <b>Present Progressive</b> | Rain <b>is aiding</b> plant growth.      |
| <b>Past Progressive</b>    | Rain <b>was aiding</b> plant growth.     |
| <b>Future Progressive</b>  | Rain <b>will be aiding</b> plant growth. |

The **present tense** is the present principal part of the verb. The **past tense** is the past principal part. To form the **future tense**, add *will* to the present principal part.

| Tense          | Singular                                         | Plural                                     |
|----------------|--------------------------------------------------|--------------------------------------------|
| <b>Present</b> | I aid / you aid / he, she, it aids               | we aid / you aid / they aid                |
| <b>Past</b>    | I aided / you aided / he, she, it aided          | we aided / you aided / they aided          |
| <b>Future</b>  | I will aid / you will aid / he, she, it will aid | we will aid / you will aid / they will aid |

Form the present, past, and future progressive by using the forms of the verb *be* with the present participle of the verb, as in *I am talking*, *I was talking*, and *I will be talking*.

## Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense:

**Present, Past, Future, or Present P, Past P, or Future P.** for *present, past, or future progressive*.

- The sun is chasing the clouds away. \_\_\_\_\_
- It rained yesterday. \_\_\_\_\_
- It will be snowing before long. \_\_\_\_\_
- Clouds were darkening the sky to the west. \_\_\_\_\_
- The sun warms the earth. \_\_\_\_\_
- The warm night air will dry the puddles. \_\_\_\_\_
- The rain is spoiling our picnic plan. \_\_\_\_\_
- Rain promises future growth. \_\_\_\_\_
- Three months ago, snow was falling every day. \_\_\_\_\_
- In the morning, I will be rising early for our hike. \_\_\_\_\_

Lesson  
6

## Simple Tenses

## More Practice

## A. Recognizing the Simple Tenses

Identify the tense of each underlined verb. On the line, label the tense:

**Present, Past, Future, or Present P, Past P., or Future P.** for *present, past, or future progressive*.

1. Are you planning a picnic? \_\_\_\_\_
2. We will be organizing a baseball game. \_\_\_\_\_
3. If it rains, we won't be able to play baseball. \_\_\_\_\_
4. It rained last year, and we played baseball anyway. \_\_\_\_\_
5. If it's windy, we will be flying kites. \_\_\_\_\_
6. Last year I was paddling a canoe when it started raining. \_\_\_\_\_
7. I paddled back to the boathouse in a hurry. \_\_\_\_\_
8. We will barbecue again, won't we? \_\_\_\_\_
9. I was hoping for a balloon-toss contest with water-filled balloons. \_\_\_\_\_
10. I am looking forward to the event already. \_\_\_\_\_

## B. Using the Simple Tenses

In each item, provide the form of the verb requested in parentheses.

1. (*predict*, present progressive) The meteorologists \_\_\_\_\_ gradual cooling.
2. (*snow*, future) I'm sure it \_\_\_\_\_ well before Christmas.
3. (*skate*, future progressive) We \_\_\_\_\_ on the park lake before long.
4. (*sled*, past) Last year we \_\_\_\_\_ in the park until the end of March.
5. (*skate*, present) Helen \_\_\_\_\_ but prefers skiing.
6. (*play*, past) Ali \_\_\_\_\_ hockey when she was younger.
7. (*play*, past progressive) She \_\_\_\_\_ goalie when she got a broken arm.
8. (*wait*, present progressive) My dogs \_\_\_\_\_ to go on a walk.
9. (*travel*, future progressive) Soon Eddie \_\_\_\_\_ to Florida for a vacation.
10. (*enjoy*, past progressive) People there \_\_\_\_\_ sunshine while we had snow storms.



# Simple Tenses

## Application

### A. Correcting Simple Tenses of Verbs

Although the times referred to in this paragraph vary from past to future, all of its verbs are in the present tense. Rewrite the paragraph, correcting verb tenses as needed. Use progressive tenses if the action is, was, or will be in progress.

Underline every verb.

Today the sun shines brightly. Until the end of the week we enjoy warm weather. This contrasts with the weather last year. Last year at this time snow covers the ground. Ice causes trouble for vehicles and pedestrians. Personally, I prefer the unseasonably warm weather. I hope that next year the warm temperatures return.

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### B. Using Verb Forms Correctly

For each verb on the list, write the form requested in parentheses. Then write a paragraph about a topic of your choice that uses at least four of the phrases. Make sure all verb forms are used correctly.

(*find*, present) I \_\_\_\_\_ (*measure*, future) I \_\_\_\_\_

(*listen*, past) I \_\_\_\_\_ (*compare*, future progressive) I \_\_\_\_\_

(*watch*, present progressive) I \_\_\_\_\_ (*observe*, past progressive) I \_\_\_\_\_

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Lesson  
7**Perfect Tenses****Teaching**

The **present perfect tense** shows an action or condition that began in the past and continues into the present.

**Present Perfect** Dan **has called** every day this week.

The past perfect tense shows an action or condition in the past that came before another action or condition in the past.

**Past Perfect** Dan **had called** before Ellen arrived.

The future perfect tense shows an action or condition in the future that will occur before another action or condition in the future.

**Future Perfect** Dan **will have called** before Ellen arrives.

To form the **present perfect**, **past perfect**, and **future perfect tenses**, add *has*, *have*, *had*, or *will have* to the past participle.

| Tense                                                   | Singular                                                                   | Plural                                                               |
|---------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Present Perfect</b><br>has or have + past participle | I have called<br>you have called<br>he, she, it has called                 | we have called<br>you have called<br>they have called                |
| <b>Past Perfect</b><br>had + past participle            | I had called<br>you had called<br>he, she, it had called                   | we had called<br>you had called<br>they had called                   |
| <b>Future Perfect</b><br>will + have + past participle  | I will have called<br>you will have called<br>he, she, it will have called | we will have called<br>you will have called<br>they will have called |

**Recognizing the Perfect Tenses**

Underline the verb in each sentence. On the blank, write the tense of the verb.

- The film house has not developed the pictures yet. \_\_\_\_\_
- Fred will have left before Erin's arrival. \_\_\_\_\_
- Florence has been a vary gracious hostess. \_\_\_\_\_
- Andi had lost her transfer by the end of the bus ride. \_\_\_\_\_
- By tonight, I will have finished my assignment. \_\_\_\_\_
- Before the discovery of the buried chest, Joe had not believed in buried treasure. \_\_\_\_\_
- We have worked over an hour on one math problem. \_\_\_\_\_
- Until his college years, Carl had not decided on his career. \_\_\_\_\_
- The snow plows had cleared our street before the really heavy snowstorm. \_\_\_\_\_
- Have the Ortons found their dog yet? \_\_\_\_\_

**Perfect Tenses****More Practice****A. Recognizing the Perfect Tenses**

Underline the verb in each sentence. On the blank, write the tense of the verb.

1. Olga had figured out the answer before her teacher's explanation. \_\_\_\_\_
2. I have walked every day now for a month. \_\_\_\_\_
3. Vickie had liked Nels until their argument. \_\_\_\_\_
4. Alf will have jogged 70 miles by the end of next week. \_\_\_\_\_
5. By lunch time, Rusty had started cooking dinner. \_\_\_\_\_
6. Ira has practiced piano every day for a week. \_\_\_\_\_
7. At this rate, we will not have finished the 30 chapters by June. \_\_\_\_\_
8. Our HMO has added a number of new physicians to the staff. \_\_\_\_\_
9. The ice on the lake will have melted long before the weekend. \_\_\_\_\_
10. The window had cracked before the wind storm. \_\_\_\_\_

**B. Forming the Perfect Tenses**

Complete each sentence by writing the form of the verb indicated in parentheses.

1. (*finish*, past perfect) We \_\_\_\_\_ our game before the Meteors started theirs.
2. (*graduate*, future perfect) Margie \_\_\_\_\_ before the spring semester.
3. (*vote*, past perfect) Union members \_\_\_\_\_ before they saw the contract.
4. (*exercise*, present perfect) We \_\_\_\_\_ three times this week.
5. (*talk*, past perfect) The manager \_\_\_\_\_ to the pitcher twice by that time.
6. (*clean*, future perfect) I \_\_\_\_\_ the whole kitchen by the time Mom returns.
7. (*offer*, present perfect) Angelica frequently \_\_\_\_\_ to help.
8. (*produce*, future perfect) By the end of this writing course, you \_\_\_\_\_ a plot outline and at least four chapters of your novel.
9. (*picked*, past perfect) He \_\_\_\_\_ ten bushels before the truck showed up.
10. (*search*, present perfect) The rescuers \_\_\_\_\_ the area for hours.

**Lesson**  
**7**

# Perfect Tenses

## Application

### A. Using Verb Tenses

The following is a journal entry of a girl of the mid-1800s in a wagon train heading for California. Supply verbs to the narrative in the tenses indicated in parentheses. Use verbs from the list below.

**be, expect, walk, insist, pack, lose**

The first month on the trail (present perfect) \_\_\_\_\_  
 challenging. Before we set out, I (past perfect) \_\_\_\_\_  
 that I would ride the wagon, but instead I (present perfect)  
 \_\_\_\_\_ miles every day. Mother (present perfect)  
 \_\_\_\_\_ that I always wear a bonnet because of the sun. It's  
 a good thing that we (past perfect) \_\_\_\_\_ so many  
 bonnets, because the wind keeps blowing them off my head and across the  
 prairie! I think I (future perfect) \_\_\_\_\_ all my bonnets  
 before we arrive in California.

### B. Using Verb Tenses

Choose a trip you have made or would like to make. Write sentences about the trip using the following verbs in the tenses indicated.

1. see (future) \_\_\_\_\_  
 \_\_\_\_\_
2. pack (present perfect) \_\_\_\_\_  
 \_\_\_\_\_
3. hope (past progressive) \_\_\_\_\_  
 \_\_\_\_\_
4. visit (future perfect) \_\_\_\_\_  
 \_\_\_\_\_
5. be (past perfect) \_\_\_\_\_  
 \_\_\_\_\_
6. learn (past progressive) \_\_\_\_\_  
 \_\_\_\_\_
7. try (future perfect) \_\_\_\_\_  
 \_\_\_\_\_

Lesson  
8

## Using Verb Tenses

## Teaching

In writing and speaking, you use the tenses of verbs to indicate when events happen. Changing tenses indicates a change in time. If you do not need to indicate a change in time between two actions, keep the tenses of verbs the same.

**The Present Tenses** These tenses show events occurring in the present time:

|                            |                                                |                           |
|----------------------------|------------------------------------------------|---------------------------|
| <b>Present</b>             | Action occurs in the present.                  | count, counts             |
| <b>Present perfect</b>     | Action began in past and continues in present. | has counted, have counted |
| <b>Present progressive</b> | Action is in progress now.                     | is counting, are counting |

**The Past Tenses** These tenses show events occurring in a past time:

|                         |                                                          |              |
|-------------------------|----------------------------------------------------------|--------------|
| <b>Past</b>             | Action began and ended in the past.                      | counted      |
| <b>Past perfect</b>     | Action began and ended before another event in the past. | had counted  |
| <b>Past progressive</b> | Action in the past was ongoing.                          | was counting |

**The Future Tenses** These tenses show events occurring in a future time:

|                           |                                                                      |                   |
|---------------------------|----------------------------------------------------------------------|-------------------|
| <b>Future</b>             | Action will occur in the future.                                     | will count        |
| <b>Future perfect</b>     | Action will occur in the future before another action in the future. | will have counted |
| <b>Future progressive</b> | Action in the future will be ongoing.                                | will be counting  |

## Using Verb Tenses

Underline the verb form in parentheses that correctly completes each sentence.

1. In normal activities, we usually (use, had used) ten as our base for counting.
2. Last night, whoever (counted, will count) sheep did so on a base ten system.
3. Tomorrow, children (have used, will use) their fingers to find answers to math facts.
4. Long ago, our counting system (developed, develops) with the base of ten.
5. Obviously, using ten (came, will be coming) easily because of our ten fingers.
6. Some of the oldest writings still in existence (had shown, show) counting by ten.
7. Over 2,000 years ago, Romans (were using, will be using) ten-based numerals.
8. Since the founding of the country, the U.S. government (has produced, will produce) coins and bills based on a decimal system.
9. Yet a ten-based system is not the only one you (have used, had used) today.
10. A clock (has counted, counts) to twelve and then starts over.
11. Before an hour passed, sixty minutes (had passed, are passing).
12. A week (consisted, consists) of seven days, not ten.

**Lesson  
8**

# Using Verb Tenses

## More Practice

### A. Using Verb Tenses

Underline the verb form in parentheses that correctly completes each sentence.

1. For thousands of years, people (have recognized, are recognizing) the need for standard measurements.
2. What would happen if different construction crews at the same site (were using, will use) rulers of different lengths?
3. For many centuries, such problems (were occurring, are occurring) frequently.
4. Today, we (were avoiding, avoid) problems by using standardized measurements.
5. In the past, each carpenter (measured, measures) a foot according to his own foot.
6. Over time, each country (set, will be setting) standards of weights and measures.
7. At last, many scientists (will agree, agreed) on a common set of standards.
8. The metric system (had related, relates) measures of length, weight, heat, force, and other quantities.
9. By 1950, almost all countries (had adopted, are adopting) the metric system.
10. In the future, even the United States (has adopted, will adopt) the metric system.

### B. Correcting Sentence Order

The sentences of this story are out of order. Read the story. Use the verb tenses and context to determine the correct order. Then rewrite the story in paragraph form below, with the sentences in correct order.

Before my parents took their first cruise, my family had traveled together.  
All of us will see glaciers and the midnight sun.  
Now they are planning a cruise for the whole family.  
They really enjoyed the cruise.  
This time they want to go to Alaska.  
For example, we had traveled to the Grand Canyon.  
Then my parents took a cruise to the Caribbean.

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**Lesson**  
**8**

# Using Verb Tenses

## Application

### A. Correcting Verb Tenses

Each underlined verb is in an incorrect tense. Write a correct form of the verb on the line.

1. Next June, my parents have been married for fifteen years. \_\_\_\_\_
2. After the old tapestry had been cleaned, the museum staff hangs it carefully. \_\_\_\_\_
3. When the sun came out, the children's snowman will melt. \_\_\_\_\_
4. A penny had been worth one-tenth of a dime and one-hundredth of a dollar. \_\_\_\_\_
5. For this past week, the train will be arriving on time. \_\_\_\_\_
6. When we lost our electric power, we are watching my favorite sitcom. \_\_\_\_\_
7. Before Maizie won a race, she is competing in several races unsuccessfully. \_\_\_\_\_
8. Danita kept forgetting her lines while she is acting in the play. \_\_\_\_\_
9. I had checked the price of this coat in several stores before I am buying it. \_\_\_\_\_
10. While Dave mows the lawn, his sister washed the windows. \_\_\_\_\_

### B. Correcting Sentence Order

Some of the verbs in this paragraph are in the wrong tense. Decide which verbs must be changed. Write the numbers of these sentences below. Then rewrite those sentences, correcting those verbs. Underline the verbs you have changed.

(1) For my grandparents' 50th wedding anniversary, my parents, aunts, and uncles bought them tickets for a cruise. (2) They said it was a small payback for all my grandparents are doing for them through the years. (3) And it's something they remember for the rest of their lives. (4) By the time my grandparents return, they will have been gone almost three weeks. (5) By then they will visit Barbados, St. Thomas, and other islands. (6) I hope they were enjoying the cruise now. (7) With luck, they have a great time.

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Lesson  
9

## Troublesome Verb Pairs

## Teaching

Do not confuse these pairs of verbs. Read how they differ, and study the chart.

**lie/lay** *Lie* means “to rest or recline.” It does not take an object.

*Lay* means “to put or place something.” It does take an object.

**set/sit** *Sit* means “to be in a seat” or “to rest.” It does not take an object.

*Set* means “to put or place something.” It does take an object.

**rise/raise** *Rise* means “to move upward” or “to get up.” It does not take an object.

*Raise* means “to lift (something) up.” It usually takes an object.

**leave/let** *Leave* means “to depart” or “to allow something to remain where it is.”

*Let* means “to allow” or “permit.” Both *leave* and *let* may take objects.

|                     | Present                              | Past                                | Past Participle                         |
|---------------------|--------------------------------------|-------------------------------------|-----------------------------------------|
| <b>Lie / Lay</b>    | <b>lie</b> My sister lies in a crib. | <b>lay</b> I lay down for a nap.    | <b>lain</b> Others have lain there.     |
|                     | <b>lay</b> Al lays a book here.      | <b>laid</b> He laid a book there.   | <b>laid</b> He has laid two books down. |
| <b>Sit / Set</b>    | <b>sit</b> Jeff sits there.          | <b>sat</b> Jeff sat there before.   | <b>sat</b> Jeff has sat there often.    |
|                     | <b>set</b> Ann sets her hair.        | <b>set</b> Ann set it last night.   | <b>set</b> She has set it nightly.      |
| <b>Rise / Raise</b> | <b>rise</b> We rise at 8 A.M.        | <b>rose</b> We rose early.          | <b>risen</b> You have risen early.      |
|                     | <b>raise</b> Fay raises the flag.    | <b>raised</b> I raised it before.   | <b>raised</b> Fay has raised it.        |
| <b>Leave / Let</b>  | <b>leave</b> Leave the bike here.    | <b>left</b> You left your dog here. | <b>left</b> You have left a cat too.    |
|                     | <b>let</b> Let me ride your bike.    | <b>let</b> I let the dog come in.   | <b>let</b> I have let the cat go out.   |

## Using Troublesome Verbs Correctly

Underline the correct verb in parentheses.

- That school (lets, leaves) both boys and girls try out for the baseball team.
- Don't (let, leave) your camera in a hot place for too long.
- You had better (let, leave) the traffic clear before you try to cross this highway.
- No one may (sit, set) in the bleachers during band practice.
- We usually (sit, set) on the porch steps and talk about the news of the day.
- The cat (lay, laid) in front of the fire all afternoon.
- I think you have (laid, lain) in the sun too long.
- I (rose, raised) at 5:00 this morning because I couldn't sleep.
- The ship's owners hope to be able to (rise, raise) the sunken ship.
- (Let, Leave) the lasagna bake in the oven for forty-five minutes.
- To avoid accidents, (sit, set) that vase in the center of the table.
- Who (lay, laid) this rake on the ground with its tines up?



Lesson  
9

# Troublesome Verb Pairs

## More Practice

### A. Using Troublesome Verbs Correctly

Underline the correct verb in parentheses.

1. Meg (sat, set) her science project on the teacher's desk.
2. Someone (let, left) the car windows open.
3. The dog is (setting, sitting) under the tree enjoying the shade.
4. The patient must (lie, lay) perfectly still during the X-ray.
5. The family won't (let, leave) the occasion pass without a celebration.
6. The divers had (raised, risen) to the surface.
7. The platypus at the zoo (lay, laid) an egg yesterday.
8. The curtain (rose, raised) on the last act of the class play.
9. We (let, left) our car at the airport when we flew to visit our grandparents.
10. Sam (set, sit) the mysterious brown package on the table.

### B. Correcting Troublesome Verbs

Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write **Correct**.

1. We **laid** our towels on the beach before running into the water. \_\_\_\_\_
2. Will the police **leave** us go through the barricade? \_\_\_\_\_
3. If you do not **raise** an objection, the motion may pass. \_\_\_\_\_
4. Help me **lie** these ceramic tiles in place. \_\_\_\_\_
5. Sometimes it's hard for babies to **set** long enough to have their picture taken. \_\_\_\_\_
6. Tomorrow, I shall **lay** in the sun and relax. \_\_\_\_\_
7. The bread should **raise** if the yeast is good. \_\_\_\_\_
8. **Set** aside any doubts you may have. \_\_\_\_\_
9. Steve has **left** his car run out of gas. \_\_\_\_\_
10. The tools were **lying** in that metal box. \_\_\_\_\_
11. Did your sister **sit** the cover over the cake after she took some? \_\_\_\_\_
12. Larry fell asleep two minutes after he had **laid** down. \_\_\_\_\_

**Lesson  
9**

# Troublesome Verb Pairs

## Application

### A. Correcting Troublesome Verbs

Examine the boldfaced verb in each of the following sentences. If the verb is not correct, write the proper verb on the line. If the verb is correct, write **Correct**.

1. Throughout the game, we had to **set** in the bleachers. \_\_\_\_\_
2. Before the parade started, Rose and George **rose** the banner. \_\_\_\_\_
3. The guards waited for the shoplifter to **leave** the store. \_\_\_\_\_
4. Why don't you **lay** down until your headache goes away. \_\_\_\_\_
5. The newspaper **set** on the doorstep waiting to be picked up. \_\_\_\_\_
6. This new race car will **leave** the rest of them in the dust. \_\_\_\_\_
7. The firemen **set** the old house on fire as a training exercise for their new firefighters. \_\_\_\_\_
8. You'd better not **leave** your dog out of your sight. \_\_\_\_\_
9. John is working very hard to **raise** enough money to buy a new TV. \_\_\_\_\_
10. Thea **lay** out all the things to pack before putting them in the suitcase. \_\_\_\_\_

### B. Using Troublesome Verbs Correctly

The following sentences contain five incorrectly used verbs. Rewrite the paragraph below, correcting all five errors.

Every year, right about this time, the same idea raises in my mind. The idea is that I'm working too hard. I sit here thinking that I need a vacation. Let the rest of the world raise at the crack of dawn. I need to lay in bed another hour or two or three. I need to just set and read all day. "Leave me alone," I want to tell the whole world. "Leave me rest."

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Lesson  
1

# What Is an Adjective?

## Teaching

An **adjective** is a word that modifies, or describes, a noun or a pronoun. Adjectives answer the questions *what kind*, *which one*, *how many*, or *how much*.

### Adjectives

|                       |                           |
|-----------------------|---------------------------|
| What kind?            | steep trail, green meadow |
| Which one or ones?    | first stream              |
| How many or how much? | four hikers, much food    |

### Articles

The most commonly used adjectives are the articles *a*, *an* and *the*. *A* and *an* are **indefinite articles**. They refer to someone or something in general. Use *a* before a word beginning with a consonant or a long “u” sound and *an* before a word beginning with a vowel.

We took a hike in the mountains. A uniformed ranger led us. It was an adventure!

*The* is the **definite article**. It points out a specific person, place, thing, or idea.

Do you have the map?

### Proper Adjectives

Many adjectives are formed from common nouns, such as *sandy* from *sand*.

**Proper adjectives** are formed from a proper noun. Proper adjectives are always capitalized.

### Proper Noun

| Proper Noun | Proper Adjective |
|-------------|------------------|
| Asia        | Asian            |
| Mexico      | Mexican          |

### Identifying Adjectives

Underline all the adjectives in each sentence, including the articles.

1. A friend and I recently took a trip to the Swiss Alps.
2. We saw beautiful scenery and got great exercise.
3. We carried heavy backpacks with everything we needed.
4. Leigha brought a nylon tent, while I had the food.
5. We hiked several miles each day, usually to the farthest campsite we could reach.
6. We had a good time visiting the oldtime villages along the way.
7. Sometimes we hiked all day to reach the nearest village.
8. We had a wonderful trip with no bad accidents.
9. The biggest challenge we faced was a deep river that we couldn't cross.
10. Once, a case of bad map-reading made us walk five extra miles.
11. When we reached one village, we treated ourselves to a delicious meal.
12. For dessert, we ordered a rich chocolate torte.
13. We loved the peace of the ancient mountains.
14. We will remember the amazing hike for many years.

**Lesson  
1****What Is an Adjective?****More Practice****A. Identifying Adjectives and the Words They Modify**

Underline each adjective once and the word it modifies twice. Circle the proper adjectives. Ignore the articles.

1. Two old prospectors and a weary mule trudged across the desert.
2. The loyal fans cheered the team in the final game.
3. The lunch consisted of homemade soup and English muffins.
4. The European guests told interesting stories of the trip.
5. Several silly clowns wore baggy pants.
6. Many American tourists visit sunny Mexican beaches.
7. Antique jewelry got top prices at the auction.
8. A few fine museums in major cities exhibit Greek statues.
9. Floral wallpaper was put up in the front hall.
10. The chef put Italian sausage into the hearty stew.

**B. Writing Adjectives**

Write an adjective to complete each sentence.

**EXAMPLE** *My class hiked up a small mountain before we graduated.*

1. At the base there were two paths, and we took the \_\_\_\_\_ one.
2. We wanted to take a \_\_\_\_\_ path to the mountain top.
3. There were \_\_\_\_\_ tree roots and loose rocks along the way.
4. It was pretty easy, though, until we reached a \_\_\_\_\_ climb.
5. Some of my classmates started to wish we had taken an \_\_\_\_\_ path instead.
6. We got to see some \_\_\_\_\_ wildlife, such as squirrels, raccoons, and snakes.
7. At the top, we could probably see for at least \_\_\_\_\_ miles.
8. The rest on the mountain top gave us a chance to have a \_\_\_\_\_ lunch.
9. We noticed a \_\_\_\_\_ raindrops and decided to start heading down.
10. Our \_\_\_\_\_ foreign exchange student enjoyed spending time with us before she went back to her homeland.

# What Is an Adjective?

## Application

### A. Writing Adjectives in Sentences

Use the word at the beginning of each item as an adjective in a sentence.

**EXAMPLE** scary *The camp counselor told a scary story.*

1. shiny \_\_\_\_\_
2. turquoise \_\_\_\_\_
3. rare \_\_\_\_\_
4. Asian \_\_\_\_\_
5. innocent \_\_\_\_\_
6. rainy \_\_\_\_\_
7. playful \_\_\_\_\_
8. easy \_\_\_\_\_
9. curious \_\_\_\_\_
10. Japanese \_\_\_\_\_

## B. Writing a Paragraph Using Adjectives

Imagine that you are on an overnight hike in the mountains. How could you describe the scenery you see? What words could describe the people who have come with you on the hike? Write a short paragraph about an overnight hike. Use at least five adjectives in your description. Underline the adjectives in your paragraph.

[illegible]

**Lesson  
2**

# **Predicate Adjectives**

## *Teaching*

A **predicate adjective** is an adjective that follows a linking verb and describes the verb's subject. The linking verb connects the predicate adjective with the subject.

The sinking of the *Titanic* was totally disastrous. (The linking verb is *was*. The predicate adjective is *disastrous*.)

Often, forms of *be* are linking verbs, as in the above example. However, predicate adjectives can also follow other linking verbs such as *taste*, *smell*, *feel*, *look*, *become*, and *seem*.

Such a catastrophe seemed completely impossible. (The linking verb is *seemed*. The predicate adjective is *impossible*.)

## **Identifying Predicate Adjectives**

Underline the predicate adjective in each sentence. If the sentence has no predicate adjective, write **None** on the line to the right.

1. In 1912, of all the ships in the world, the *Titanic* was the largest. \_\_\_\_\_
2. Everyone thought it was unsinkable. \_\_\_\_\_
3. As the ship set out on its first voyage, the passengers felt jubilant. \_\_\_\_\_
4. However, the icebergs around the ship looked ominous. \_\_\_\_\_
5. As soon as the ship hit an iceberg, its sinking was inevitable. \_\_\_\_\_
6. The crew started loading women and children onto the lifeboats. \_\_\_\_\_
7. The number of lifeboats was not enough to carry all those aboard. \_\_\_\_\_
8. The passengers felt terrified. \_\_\_\_\_
9. The wireless radio operators kept sending distress signals. \_\_\_\_\_
10. Their efforts were useless. \_\_\_\_\_
11. The fate of the ship became obvious. \_\_\_\_\_
12. The sinking of the *Titanic* was rapid. \_\_\_\_\_
13. After the *Titanic* disaster, changes in the shipping industry were many. \_\_\_\_\_
14. Radio operations on ships must be always open. \_\_\_\_\_
15. The number of lifeboats must be adequate for passengers and crew. \_\_\_\_\_
16. Today, ship passengers can be certain of a safe voyage. \_\_\_\_\_

## Predicate Adjectives

### More Practice

### A. Identifying Predicate Adjectives and the Words They Modify

Underline the predicate adjective in each of the following sentences. Write the word it modifies on the line to the right.

1. The huge crowd appeared excited. \_\_\_\_\_
2. Our guests were weary after their long trip. \_\_\_\_\_
3. Frank looked ridiculous in his baggy costume. \_\_\_\_\_
4. The old gray mansion was famous for antique furniture. \_\_\_\_\_
5. These old stamps might be valuable in the future. \_\_\_\_\_
6. The floral wallpaper looks perfect in the hall. \_\_\_\_\_
7. That chair is amazingly heavy for its size. \_\_\_\_\_
8. In May, the lake is still too cold for swimming. \_\_\_\_\_
9. Doesn't the kitten's fur feel soft? \_\_\_\_\_
10. Something in the refrigerator smells rotten. \_\_\_\_\_

### B. Writing Predicate Adjectives

Complete each sentence with a predicate adjective. Write the predicate adjective on the line.

1. The *Titanic* was \_\_\_\_\_.
2. At the beginning of the voyage, the passengers felt \_\_\_\_\_.
3. The iceberg must have been \_\_\_\_\_.
4. The lifeboats were \_\_\_\_\_.
5. The crew seemed \_\_\_\_\_.
6. The water, dotted with icebergs, must have been \_\_\_\_\_.
7. It was \_\_\_\_\_ to watch the *Titanic* sink.
8. After the disaster, everyone felt \_\_\_\_\_.
9. Ship captains probably became more \_\_\_\_\_ about traveling near icebergs.
10. Now, ships are \_\_\_\_\_ than ever before.





## Other Words Used as Adjectives

*Teaching*

Some nouns and pronouns can be used as adjectives. They can modify nouns to make their meanings more specific.

### Pronouns as Adjectives

*This, that, these, and those* are **demonstrative pronouns** that can be used as adjectives. *My, our, your, his, her, its, and their* are **possessive pronouns** that can be used as adjectives. **Indefinite pronouns** such as *all, each, both, few, many, most, and some* can be used as adjectives.

|                              |                                              |
|------------------------------|----------------------------------------------|
| <b>Demonstrative pronoun</b> | <u>That</u> city was destroyed by a volcano. |
| <b>Possessive pronoun</b>    | People died in <u>their</u> homes.           |
| <b>Indefinite pronoun</b>    | <u>Many</u> people were buried in the ashes. |

**Nouns as Adjectives** Some nouns can be used as adjectives.

|             |                                       |
|-------------|---------------------------------------|
| <b>Noun</b> | Pompeii lay beneath <u>ash</u> piles. |
|-------------|---------------------------------------|

### Identifying Nouns and Pronouns Used as Adjectives

Underline the nouns or pronouns that are used as adjectives in each sentence.

1. Pompeii was a thriving port town in ancient Italy.
2. Many wealthy Romans made their homes there.
3. On August 24, A.D. 79, the people of Pompeii started their morning routines.
4. That day would be different from all other days.
5. On that day, a volcano, Mount Vesuvius, erupted.
6. Lava streams poured out of this volcano.
7. Many people were buried in their homes.
8. Ash showers sprayed down on these unfortunate people.
9. The Pompeii disaster survived in legend, thanks to a writer named Pliny the Younger and his account of that day.
10. This man told in a letter how he led his mother to safety.
11. He wrote about his uncle who had died trying to save his friends.
12. That city was totally buried, and for many years no one could find its location.
13. In 1748, a peasant was digging in his vineyard and struck a stone wall.
14. Later, diggers uncovered more of the city of Pompeii, with its colorful wall paintings, artistic floor mosaics, and beautiful wine bottles.
15. Pompeii has become famous because its ruins are so well preserved.

**Lesson  
3****Other Words Used as Adjectives****More Practice****A. Identifying Adjectives and the Words They Modify**

Underline the pronouns or nouns used as adjectives in the following sentences. Draw an arrow from the adjective to the word it modifies.

1. Check your facts in this history book.
2. My parents bought those plants for their rock garden.
3. Each student filled out these forms on the first school day.
4. These ice cream toppings are delicious.
5. Some band members are competing in the music contest.
6. I decided to stay home after reading that movie review.
7. We finished our hike under the hot, afternoon sun.
8. The desert tortoise makes its home in the American Southwest.
9. Both players received their trophies at the awards dinner.
10. Most days, we can see Greg wearing his favorite flannel shirt and old denim jeans.

**B. Using Pronouns as Adjectives**

Complete each sentence with a pronoun that is used as an adjective. Write the word on the line.

1. People in ancient Pompeii ran from \_\_\_\_\_ houses when the volcano erupted.
2. \_\_\_\_\_ people tried to escape.
3. \_\_\_\_\_ day must have been terrifying.
4. \_\_\_\_\_ people remembered the story of Pompeii, and many stories were written about the calamity.
5. Centuries later, a peasant discovered Pompeii and \_\_\_\_\_ treasures.
6. \_\_\_\_\_ person who sees Pompeii is impressed by how well preserved it is.
7. \_\_\_\_\_ artistic and architectural treasures amaze everyone.
8. The \_\_\_\_\_ artworks still visible on the walls are beautiful.
9. If you travel to Italy, you should include a trip to Pompeii in \_\_\_\_\_ plans.

**Lesson**  
**3**

# Other Words Used as Adjectives

## Application

### A. Writing Adjectives in Sentences

Use the word at the beginning of each item as an adjective in a sentence.

**EXAMPLE** tin *The rain was loud on the tin roof of the shed.*

1. my \_\_\_\_\_
2. wood \_\_\_\_\_
3. movie \_\_\_\_\_
4. music \_\_\_\_\_
5. each \_\_\_\_\_
6. some \_\_\_\_\_
7. many \_\_\_\_\_
8. your \_\_\_\_\_
9. these \_\_\_\_\_
10. television \_\_\_\_\_

### B. Writing a Paragraph Using Pronouns and Nouns as Adjectives

Use five of the following nouns and pronouns as adjectives in a paragraph that describes a busy modern city. Write your paragraph on the lines below. Underline the words you use from the list.

|        |        |       |       |       |
|--------|--------|-------|-------|-------|
| city   | office | your  | every | that  |
| street | car    | their | many  | those |

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Lesson  
4

# What Is an Adverb?

*Teaching*

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs answer the questions *how*, *when*, *where*, or *to what extent*.

**Modifying a verb** Ernie never travels without an alarm clock.

**Modifying an adjective** He is always careful about his luggage.

**Modifying an adverb** He gets to the airport very early.

**Intensifiers** are adverbs that modify adjectives or other adverbs. They usually come directly before the word they modify. Intensifiers usually answer the question *To what extent?*

| Adverbs         |                        |
|-----------------|------------------------|
| How?            | immediately, correctly |
| When?           | soon, later            |
| Where?          | away, around           |
| To what extent? | completely, entirely   |

Many adverbs are formed by adding the suffix *-ly* to adjectives. Sometimes a base word's spelling changes when *-ly* is added.

|                  |         |        |         |
|------------------|---------|--------|---------|
| <b>Adjective</b> | rapid   | gentle | heavy   |
| <b>Adverb</b>    | rapidly | gently | heavily |

## Identifying Adverbs

Underline all the adverbs in each sentence. If there are no adverbs in a sentence, write **None** on the line to the right.

1. If I were very rich, I would travel to Paris.
2. My best friend nearly went to Spain, but, surprisingly, she is afraid of airplanes.
3. Older people frequently travel with tour groups.
4. My mother's job makes her travel too often.
5. The plane left early from Baltimore and landed in New York City.
6. I am rather tired because of the six-hour time change.
7. Because I am so tired, I suggest we stay close to our hotel.
8. I think we should remain indoors in a museum.
9. Some people go through museums slowly, reading every sign.
10. I usually go through museums rather quickly, looking at what is especially beautiful to me.

## What Is an Adverb?

### More Practice

### A. Identifying Adverbs and the Words They Modify

Underline the adverbs in the following sentences. Draw an arrow from each adverb to the word it modifies.

1. Cleo scampered playfully onto my lap.
2. We looked up at the meteor.
3. Kara skimmed the chapter quickly.
4. The doctor has just left his office.
5. We have never visited Salt Lake City.
6. Miko usually leaves her books on the shelf.
7. The movie was rather tedious.
8. The story ended very happily.
9. The teacher seemed unusually cheerful.
10. The summer rain fell extremely heavily.

### B. Writing Adverbs

Complete each sentence with an adverb. Write the adverb on the line.

1. When you fly, it's best to arrive at the airport \_\_\_\_\_.
2. When I saw the Eiffel Tower, I \_\_\_\_\_ ran up to get in line.
3. We found it \_\_\_\_\_ difficult to drive on the left side of the road in England.
4. Whenever I visit someplace new, I \_\_\_\_\_ take lots of pictures.
5. Even though the plane tickets to China are expensive, I hope to go there \_\_\_\_\_.
6. I know that I will be \_\_\_\_\_ happy when I see the Grand Canyon.
7. In Hawaii, tourists often spend their time \_\_\_\_\_ lying on the beach.
8. If I am not going too far, I \_\_\_\_\_ walk, so I can see the sights.
9. In Los Angeles, my friend felt \_\_\_\_\_ excited after he saw a movie star.
10. Be \_\_\_\_\_ certain that you have a good map in a strange city.



**Lesson**  
**5**

# Making Comparisons

## Teaching

Adjectives and adverbs may be used to compare people or things. Special forms of these words are used to make comparisons.

Use the **comparative** form of an adjective or adverb when you compare a person or thing with one other person or thing. Use the **superlative** form of an adjective or adverb when you compare someone or something with more than one other person or thing.

**Comparative** The sun is closer to Earth than any other star.

**Superlative** The sun is the closest star to Earth.

For most **one-syllable** modifiers, add *-er* to form the comparative (*young, younger*) and *-est* to form the superlative (*old, oldest*).

You can also add *-er* and *-est* to some **two-syllable** adjectives. With others, and with two-syllable adverbs, use the words *more* and *most* (*more careful, most calmly*).

To form the comparative or superlative form of most modifiers with **three syllables**, use the words *more* and *most* (*more dangerous, most dangerous; more clumsily, most clumsily*).

Be sure to use only one sign of comparison at a time (*harder*, not *more harder*).

The comparative and superlative forms of some adjectives and adverbs are formed in irregular ways: *good, better, best; bad, worse, worst; well, better, best; much, more, most; little, less, least*.

## A. Identifying Comparative and Superlative Modifiers

On the line, label the boldfaced modifier **C** for comparative, or **S** for superlative.

1. Planets are the **largest** heavenly bodies that orbit the sun. \_\_\_\_\_
2. Asteroids, meteoroids, and comets are **smaller** than the planets. \_\_\_\_\_
3. With their improved telescopes, scientists can study the planets **more carefully** than ever before. \_\_\_\_\_
4. Mercury is the planet **nearest** to the sun. \_\_\_\_\_
5. Pluto is usually the planet **farthest** from the sun. \_\_\_\_\_
6. Venus takes **less** time to circle the sun than Uranus does. \_\_\_\_\_
7. The atmosphere of Venus is about 90 times **heavier** than is Earth's. \_\_\_\_\_
8. Of all the planets, Saturn has the **most** satellites or moons. \_\_\_\_\_
9. Jupiter rotates **more quickly** than Mars. \_\_\_\_\_
10. Although several planets have rings, Saturn has the **most famous** ones. \_\_\_\_\_

**Lesson  
5**

# Making Comparisons

## More Practice

### A. Using Comparisons

Underline the correct form of comparison for each sentence.

1. Of all the objects in our solar system, the moon is (nearer, nearest) to Earth.
2. Because the moon is so close to Earth, it looks (bigger, biggest) than the sun to us.
3. Actually, the sun is 400 times (larger, largest) than the moon.
4. Eclipses of the moon were (more frightening, most frightening) to ancient people than they are to us.
5. Modern people understand astronomy (better, best) than the ancients did.
6. The (more important, most important) surface features of the moon are its craters.
7. Craters caused by meteorites are (smaller, smallest) than those formed by comets or asteroids.
8. Because the moon is so close to Earth, spacecraft can reach the moon (more easily, most easily) than they can reach any planet.
9. Probably the (more exciting, most exciting) event in 1969 was when American astronaut Neil Armstrong landed on the moon.

### B. Using Modifiers in Comparisons

After each sentence, write either the comparative or the superlative form of the word in parentheses, depending on what the sentence calls for.

1. Smiling requires (few) muscles than frowning. \_\_\_\_\_
2. Is Detroit (far) from here than Traverse City is? \_\_\_\_\_
3. These photographs developed (good) than those. \_\_\_\_\_
4. The days seem (cold) now than last week. \_\_\_\_\_
5. In many cartoons, cats are birds' (bad) enemies. \_\_\_\_\_
6. Was Merlin the (wise) of all wizards? \_\_\_\_\_
7. Mr. Burr works (hard) than any salesperson at Doe Tools. \_\_\_\_\_
8. Diana circles the bases (quickly) than any other player. \_\_\_\_\_
9. Our team practices (regularly) than any other team in the league. \_\_\_\_\_
10. The hurricane caused (little) damage than the weather forecasters had predicted. \_\_\_\_\_



**Lesson**  
**5**

# Making Comparisons

## Application

### A. Proofreading

Proofread the following paragraph. Look especially for comparison errors in adjectives and adverbs. If a sentence contains an error, rewrite it correctly on the line with the same number. If it is correct, write **Correct** on the line.

Meteorites are pieces of meteoroids that reach the earth. **(1)** The most heaviest meteorite found so far is in Namibia, Africa. **(2)** It weighs about 66 tons, which is most weighty than one discovered in Greenland by explorer Robert. E. Peary. **(3)** Canada probably can claim the more enormous meteorite crater in the world. **(4)** At 400 miles across, the depression is wider by far than any other meteorite crater. **(5)** Canada has four other craters, each one biggest than Meteor Crater in Arizona. **(6)** When a huge meteorite crashed to Earth in Siberia many years ago, people nearly 500 miles away saw its light more brighter than the sun. **(7)** The worse damage it did was to destroy many forests and scorch an area 20 miles wide.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### B. Using Comparisons in Writing

Picture a night of stargazing. Suppose you have decided to look for constellations, planets, or shooting stars, or you simply want to study the moon. Write a paragraph about your experiences, using the comparative or superlative forms of at least five of the adjectives and adverbs below. Underline the forms you use.

|          |      |           |            |        |
|----------|------|-----------|------------|--------|
| eagerly  | cold | carefully | good       | black  |
| dark     | warm | loudly    | bad        | well   |
| brightly | cool | suddenly  | mysterious | little |

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**Lesson**  
**6**

## Adjective or Adverb?

### Teaching

Some pairs of adjectives and adverbs are often a source of confusion and mistakes.

### Good or Well

*Good* is always an adjective; it modifies a noun or pronoun. *Well* is an adverb when it modifies a verb, adverb, or adjective and means “skillfully” or “thoroughly.” *Well* is an adjective when it refers to your health.

- Adjective** Today is a good day for a soccer game.  
 I hope the goalie feels well enough to play.
- Adverb** Our team should play well today.

### Real or Really

*Real* is always an adjective; it modifies a noun or pronoun. *Really* is always an adverb; it modifies a verb, adverb, or adjective.

- Adjective** It was a real surprise that we won the last game.
- Adverb** This is a really enthusiastic crowd, isn't it?

### Bad or Badly

*Bad* is always an adjective; it modifies a noun or pronoun. *Badly* is always an adverb; it modifies a verb, adverb, or adjective.

- Adjective** That was a bad call.
- Adverb** He played badly last half.

### Using the Correct Adjective or Adverb

Underline the correct modifier from those given in parentheses.

- The sport that I (real, really) enjoy is soccer.
- I am the goalie on the team, and I think I am a (good, well) one.
- In fact, everyone on our team has been playing (good, well) this season.
- We have a couple of forwards that can run (real, really) fast.
- Our defensive players have (real, really) powerful kicks.
- Overall, this season has been going (good, well) for us.
- In the first game our sweeper took a (bad, badly) fall.
- Luckily, he felt (good, well) enough to resume playing.
- We have been playing so (good, well) that we may have a (real, really) chance to make it to the finals.
- I have been practicing (real, really) hard.
- I feel so (bad, badly) when I let in a goal.
- We cannot afford to play (bad, badly) in any game.
- Making it to the finals is a (real, really) challenge.
- But, win or lose, this team always has a (good, well) time.

Lesson  
6

## Adjective or Adverb?

### More Practice

### A. Using the Correct Modifier

Underline the correct word in parentheses in each sentence. Label each word you choose as **ADJ** for adjective or **ADV** for adverb.

1. Stretch your muscles (good, well) before running. \_\_\_\_\_
2. The pizza with pineapple tastes (good, well). \_\_\_\_\_
3. Mark felt so (badly, bad) after gym class that he went to the nurse. \_\_\_\_\_
4. The truck driver drove (real, really) slowly so he could read the addresses. \_\_\_\_\_
5. If your handwriting is (bad, badly), why don't you enter your paper into the computer? \_\_\_\_\_
6. The bird was perfectly (good, well) after its wing healed. \_\_\_\_\_
7. I was sorry to hear that the interview went (bad, badly) for you. \_\_\_\_\_
8. That soup smells really (well, good), doesn't it? \_\_\_\_\_

### B. Writing with Adjectives and Adverbs

Decide if adjectives and adverbs are used correctly in the following sentences. If you find an error, rewrite the sentence on the line. If the sentence is correct, write **Correct** on the line.

1. Yesterday, the field was real wet.  
\_\_\_\_\_
2. We did not play our game because there was a real chance of the players getting hurt bad if they slipped on the wet grass.  
\_\_\_\_\_  
\_\_\_\_\_
3. Today, the field has dried out real good, and we can play.  
\_\_\_\_\_
4. One of the other team's forwards behaved bad and received a yellow card.  
\_\_\_\_\_
5. That player just made a really good corner kick.  
\_\_\_\_\_
6. Our goalie always feels badly when he misses a real easy shot.  
\_\_\_\_\_

## Application

### A. Writing Sentences Using Adjectives and Adverbs Correctly

Write sentences using the adjectives and adverbs given.

1. good \_\_\_\_\_
2. well (adverb) \_\_\_\_\_
3. well (adjective) \_\_\_\_\_
4. bad \_\_\_\_\_
6. badly \_\_\_\_\_
7. real \_\_\_\_\_
8. really \_\_\_\_\_

## B. Using Adjectives and Adverbs Correctly

Read the conversation below. It contains several errors in the use of *good*, *well*, *real*, *really*, *bad*, and *badly*. Underline any errors you find. Then rewrite the conversation correctly on the lines below.

"The game today should be real good," said Alex. "I have never seen these two teams play bad."

"Both teams have some real strong players with some good skills," replied Katie. "The goalies play particularly good."

"Haven't you heard? Fernando was injured real bad in the last game. We are all hoping that he will be doing good soon. Everyone feels badly that he will miss today's game."

"That's really bad news. We'll just have to see if his team can play as good without him."

[illegible]

Lesson  
7

# Avoiding Double Negatives

## Teaching

A **negative** is a word that implies that something does not exist or happen.

### Common Negative Words

|         |        |        |          |        |
|---------|--------|--------|----------|--------|
| barely  | never  | none   | nothing  | can't  |
| hardly  | no     | no one | nowhere  | don't  |
| neither | nobody | not    | scarcely | hasn't |

If two negative words are used where only one is needed, the result is a **double negative**. Avoid double negatives in your speaking and writing.

**Nonstandard** Hardly no one believes me when I tell my story.

**Standard** No one believes me when I tell my story. *or* Hardly anyone believes me when I tell my story.

### A. Recognizing the Correct Use of Negatives

Circle the letter of the sentence from each pair that uses negatives correctly.

- a.** I wasn't looking for no trouble that night.

**b.** I wasn't looking for any trouble that night.
- a.** I could hardly believe my eyes when I saw the space ship.

**b.** I couldn't hardly believe my eyes when I saw the space ship.
- a.** I can't understand anything the aliens are saying.

**b.** I can't understand nothing the aliens are saying.
- a.** Nobody never expects to be taken aboard an alien ship.

**b.** Nobody ever expects to be taken aboard an alien ship.

### B. Avoiding Double Negatives

Underline the word in parentheses that correctly completes each sentence.

- I had never seen (no, any) aliens before that strange night.
- At first, my friend and I didn't see (anything, nothing) unusual in the sky.
- You wouldn't (ever, never) guess what happened around nine o'clock.
- When a spaceship landed, I (could, couldn't) scarcely believe it myself.
- I had never believed (anyone, no one) who said he or she saw an alien.
- Yet, there it was, looking at me and making gestures that I couldn't (ever, never) understand, as if it was trying to communicate.
- I was confused, and my friend couldn't make out what the little creature was saying (neither, either).
- In scarcely (no, any) time at all, the alien climbed back in its ship and disappeared.
- I never told (nobody, anybody) that I saw the alien that night.
- I can see that you (can, can't) hardly stop yourself from laughing, but I swear it's all true.

**Lesson  
7****Avoiding Double Negatives****More Practice****A. Using the Correct Modifier**

Underline the correct word in parentheses in each sentence.

1. I haven't heard of (none, any) of those songs you mentioned.
2. You (haven't, have) never been to a concert?
3. She can't go (anywhere, nowhere) without taking her cell phone.
4. The doctor (hasn't, has) scarcely even touched you with the needle.
5. Haven't you been to the new museum yet (neither, either)?
6. When I turned around I didn't see (no one, anyone) behind me.
7. People in some parts of the United States haven't (ever, never) seen snow.
8. He (could, couldn't) hardly see the performance from where he was sitting.
9. My brother can't drive (nowhere, anywhere) without getting himself lost.

**B. Avoiding Double Negatives**

Rewrite each sentence to avoid double negatives.

1. There wasn't no one else around when the spaceship landed.  
\_\_\_\_\_

2. I discovered that I understood the alien even though it wasn't making no sound.  
\_\_\_\_\_  
\_\_\_\_\_

3. I hadn't never seen a creature so strange before.  
\_\_\_\_\_

4. I don't think I can hardly describe the inside of the spaceship.  
\_\_\_\_\_

5. The glowing metal control panel wasn't like nothing I'd ever seen on Earth.  
\_\_\_\_\_  
\_\_\_\_\_

Lesson  
7**Avoiding Double Negatives***Application***A. Avoiding Double Negatives**

Choose one word from each pair of words to complete each sentence below. Be sure to avoid double negatives. Cross out each word pair after you have chosen your word.

|                   |             |                |
|-------------------|-------------|----------------|
| anything/ nothing | any/ no     | anyone/ no one |
| can/ can't        | had/ hadn't | ever/ never    |

1. I was disappointed when I didn't see \_\_\_\_\_ about aliens on the TV news.
2. The police never had \_\_\_\_\_ reports about unusual activity that night.
3. I \_\_\_\_\_ never been so scared as when I saw that alien.
4. I never told \_\_\_\_\_ about my experience on the alien ship.
5. I can't \_\_\_\_\_ describe my surprise at being taken aboard.
6. I \_\_\_\_\_ scarcely picture sharing our planet with an alien life form.

**B. Revising a Paragraph with Double Negatives**

The following paragraph contains several double negatives. Read each sentence and decide if it has a double negative. If it does, rewrite it correctly on the corresponding line below. If it is correct, write Correct on the corresponding line.

(1) My sister hasn't never missed an alien movie. (2) She loves anything alien, and you can't scarcely see her bedroom wall because of all the alien-related posters. (3) However, she doesn't like it when the aliens are portrayed unjustly as evil. (4) She would love to become a scientist and try to prove that people haven't nothing to fear from aliens. (5) I don't believe aliens want to take over our planet or destroy our kind neither. (6) In fact, no one can't really prove anything about aliens at all yet. (7) My sister and I know that some people don't believe in the existence of aliens. (8) Even so, we won't let nobody stop us from enjoying stories about extraterrestrial life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Lesson  
1

# What Is a Preposition?

*Teaching*

A preposition is a word used to show a relationship between a noun or pronoun and some other word in the sentence.

The dog is **under** the bed. (*under* shows the relationship between *dog* and *bed*)

| Common Prepositions |         |         |         |         |
|---------------------|---------|---------|---------|---------|
| about               | at      | despite | like    | to      |
| above               | before  | down    | near    | toward  |
| across              | behind  | during  | of      | under   |
| after               | below   | except  | off     | until   |
| against             | beneath | for     | on      | up      |
| along               | beside  | from    | out     | with    |
| among               | between | in      | over    | within  |
| around              | beyond  | inside  | past    | without |
| as                  | by      | into    | through |         |

A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object. The **object of the preposition** is the noun or pronoun following the preposition.

People communicate in many ways. (The preposition is *in*, the object of the preposition is *ways*, and the prepositional phrase is *in many ways*.)

Sometimes the same word can be used as a preposition or as an adverb. If there is no object, the word is an adverb.

**Adverb** Come along.

**Preposition** The messages travel along the telephone wire.

## A. Finding Prepositions and Their Objects

Underline the prepositions in each sentence. Underline the objects of the prepositions twice.

1. People enjoy talking with one another.
2. They share news of their daily lives.
3. News about international events are broadcast on television.
4. Many people find current news on the Internet.
5. Communication methods have changed over the centuries.
6. Sending messages around the globe has become commonplace.

## B. Recognizing Prepositions and Adverbs

Decide whether the boldfaced word is a preposition or an adverb. Write **P** on the line if it is a preposition. Write **A** if it is an adverb.

1. I have spoken to you **before**, haven't I? \_\_\_\_\_
2. **Before** the speech, the audience was restless. \_\_\_\_\_
3. Get your words **down** on paper before you forget them. \_\_\_\_\_
4. The train continued **down** the track. \_\_\_\_\_



Lesson  
1

# What Is a Preposition?

## More Practice

### A. Identifying Prepositions and Their Objects

Underline each preposition once. Circle the object of the preposition. Sentences may have more than one prepositional phrase.

1. Some of the construction crew built a scaffold near the tower.
2. The library will hold the book until tomorrow.
3. The prompter sat behind the scenery with a small flashlight.
4. Chirps of the newly hatched chicks could be heard in the corridor.
5. A plane made an emergency landing in a cornfield.
6. The elephants lumbered past us toward the water hole.
7. The puppy came into our tent and slept at the foot of my sleeping bag.
8. A skywriter flew over the field during the game.
9. The city was without power for several hours.
10. The cross-country team ran down the avenue and through the park.

### B. Recognizing Prepositions and Adverbs

Decide whether the boldfaced word is an adverb or a preposition. Write *Adverb* or *Preposition* on the line.

1. The Pony Express got the mail **through**. \_\_\_\_\_
2. The company moved some employees **around**. \_\_\_\_\_
3. The ferry passed **under** the bridge. \_\_\_\_\_
4. We looked **across** at the crowd on the opposite shore. \_\_\_\_\_
5. The circus parade just went **past**. \_\_\_\_\_
6. The investigators found clues **inside** the closet. \_\_\_\_\_
7. The swimmer held his breath when he went **under**. \_\_\_\_\_
8. Ellen saw the bus coming and raced **out** the door. \_\_\_\_\_
9. The parade had never passed this way **before**. \_\_\_\_\_
10. The horses trotted **around** the ring. \_\_\_\_\_
11. A professional doesn't leave her tools lying **around**. \_\_\_\_\_
12. The boomerang flew **across** the back yard. \_\_\_\_\_



Lesson  
2

# Using Prepositional Phrases

*Teaching*

A **prepositional phrase** is always related to another word in a sentence. It modifies the word in the same way an adjective or adverb does.

An **adjective phrase** is a prepositional phrase that modifies a noun or a pronoun. It can tell *which one*, *how many*, or *what kind*.

The capital of the United States is Washington, D.C. (The phrase of the *United States* modifies the noun *capital*.)

An **adverb phrase** is a prepositional phrase that modifies a verb, an adjective, or another adverb. It usually tells *where*, *when*, *how*, *why*, or *to what extent*.

**Modifying a verb** Many Americans travel in the summer. (The phrase *in the summer* modifies the verb *travel* telling *when*.)

**Modifying an adjective** New York City is remarkable for its public buildings. (The phrase *for its public buildings* modifies the adjective *remarkable*.)

**Modifying an adverb** The street system works well for such an old plan. (The phrase *for such an old plan* modifies the adverb *well*.)

**Placement of Prepositional Phrases** Place the prepositional phrase close to the word it modifies, so you don't confuse your readers.

**Confusing** Excited tourists walk down the mall with ice cream bars.

**Better** Excited tourists with ice cream bars walk down the mall.

## Identifying Prepositional Phrases

Underline the prepositional phrase in each sentence. If it is an adjective phrase, write **ADJ** on the line to the right. If it is an adverb phrase, write **ADV**.

1. The capital of a country should be a beautiful city.
2. Any visitor to Washington, D.C., will see that it is, indeed, beautiful.
3. Visitors are impressed by its broad avenues.
4. The President lives at 1600 Pennsylvania Avenue.
5. The White House is an impressive residence with lovely rose gardens.
6. The national mall was built near the White House.
7. The tall Washington Monument appears on the mall.
8. The Lincoln Memorial with its brooding statue is thought provoking and peaceful.
9. Cherry trees around the Tidal Basin are colorful and inspiring.
10. The Capitol is the home of the United States Congress.

**Lesson**  
**2**

# Using Prepositional Phrases

## More Practice

### A. Identifying Prepositional Phrases

In each sentence, underline the word modified by the boldfaced prepositional phrase. On the blank, write **ADJ** or **ADV** to identify what kind of prepositional phrase it is.

1. The actors gathered **around the director**. \_\_\_\_\_
2. In the science classroom, there are many books **on wildlife**. \_\_\_\_\_
3. The raging fire spread **over the river** and through the trees. \_\_\_\_\_
4. **Until next week** the paintings will be on sale at a hotel near Tulsa. \_\_\_\_\_
5. Music **from the auditorium** could be heard across the hall. \_\_\_\_\_
6. The oak trees behind the school were sprayed **in the spring**. \_\_\_\_\_
7. The plant on the windowsill thrives **in the sun**. \_\_\_\_\_
8. The car came **down the street** and parked outside our house. \_\_\_\_\_
9. The model airplane **in my brother's room** was made in Germany. \_\_\_\_\_
10. The monkeys ran from the sound **of humans**. \_\_\_\_\_

### B. Placing Prepositional Phrases

Rewrite each sentence, changing the position of one or more prepositional phrases so that the sentence is no longer confusing.

**EXAMPLE** In a big hurry, we saw the senator rush away.  
*We saw the senator rush away in a big hurry.*

1. The tourists with a special display visited the museum.  
 \_\_\_\_\_
2. Karen sent her father in a sturdy box a souvenir.  
 \_\_\_\_\_
3. I took a picture of the president with my new camera.  
 \_\_\_\_\_
4. The tour bus with its beautiful flowers passed the national garden.  
 \_\_\_\_\_
5. My father beyond the monument parked the car.  
 \_\_\_\_\_

**Lesson**  
**2**

# Using Prepositional Phrases

## Application

### A. Revising Sentences with Misplaced Prepositional Phrases

Rewrite each sentence, changing the position of one or more prepositional phrases so that the sentence is no longer confusing.

**EXAMPLE** Below the waves we watched the sun sink.  
*We watched the sun sink below the waves.*

1. We waited for the bus inside the mall.

\_\_\_\_\_

2. Behind the clouds we saw the sun disappear.

\_\_\_\_\_

3. Alonzo was walking his dog in his school sweater.

\_\_\_\_\_

4. Inside a tube, Kathy sent her mother a poster.

\_\_\_\_\_

5. The cook with a sour smell threw away the milk.

\_\_\_\_\_

### B. Using Prepositional Phrases as Adjectives and Adverbs

Add a prepositional phrase to each sentence. The type of phrase to add is indicated in parentheses after the sentence.

1. The city is the U.S. government center. (Add an adjective phrase.)

\_\_\_\_\_

2. The president spoke to reporters. (Add an adverb phrase.)

\_\_\_\_\_

3. The Secret Service checked the dining room. (Add an adverb phrase.)

\_\_\_\_\_

4. Supporters cheered the president. (Add an adjective phrase.)

\_\_\_\_\_

5. Cars were parked at the curb. (Add an adjective phrase.)

\_\_\_\_\_

Lesson  
3

# Conjunctions

*Teaching*

A **conjunction** is a word used to join words or groups of words. Different kinds of conjunctions do different jobs.

A **coordinating conjunction** connects words or groups of words used in the same way. The words joined may be used as subjects, objects, predicates, or any other sentence part.

Some common coordinating conjunctions are *and*, *but*, *or*, *nor*, and *yet*. Use *and* to connect similar things or ideas. Use *but* or *yet* to contrast things or ideas. Use *or* or *nor* to introduce a choice.

Meriwether Lewis and John Clark led an expedition to the West.

The United States owned the Louisiana Territory but knew little else about it.

No one had followed the Missouri or the Columbia rivers to their source.

**Correlative conjunctions** are pairs of conjunctions that connect words used in the same way.

Common correlative conjunctions are *both . . . and*, *either . . . or*, *neither . . . nor*, *not only . . . but also*, and *whether . . . or*.

Both Lewis and Clark had served in the U.S. Army.

## Identifying Conjunctions

Underline all the conjunctions in the following sentences. Remember there are two parts to a correlative conjunction.

1. President Jefferson was looking for a water route between the Atlantic and the Pacific oceans.
2. No one knew whether that was possible or not.
3. Both Lewis and Clark brought their special skills to the expedition.
4. Lewis knew about plants and animals, and Clark was a good mapmaker.
5. Most encounters with Native Americans were friendly, but some were filled with danger.
6. Both the beauty of the land and its abundant wildlife impressed the explorers.
7. The expedition could follow either the right branch of the river or the left one.
8. The explorers needed an interpreter, and they met Sacagawea, a Shoshone woman.
9. The party crossed the mountains and spent the winter in Oregon.
10. Neither Lewis nor Clark should ever be forgotten.
11. We couldn't all be on this expedition, but we can read about it in the explorers' journals.

# Conjunctions

## More Practice

### A. Identifying Conjunctions

In the following sentences, underline the conjunctions.

1. I like hockey, but I prefer football.
2. Neither the coaches nor the timekeepers knew the score.
3. Junk food may taste good, but it is not good for you.
4. Both badminton and volleyball require a net on the court.
5. Jon hit a home run and won the game.
6. The keys are either on the table or in the drawer.
7. Should we play chess or watch the game?
8. Not only was it raining, but it was also hailing.
9. This restaurant serves neither breakfast nor lunch.
10. This pineapple juice is both cool and refreshing.

### B. Using Conjunctions

Complete each of the following sentences with a coordinating conjunction or a correlative conjunction.

**EXAMPLE** Exploring is exciting, but it is also dangerous.

1. Lewis \_\_\_\_\_ Clark explored the West, \_\_\_\_\_ their story is fascinating.
2. \_\_\_\_\_ Lewis \_\_\_\_\_ Clark had ever been to Montana before.
3. They thought they knew what they might find, \_\_\_\_\_ they were still amazed.
4. They took \_\_\_\_\_ a keelboat \_\_\_\_\_ canoes up the Missouri River.
5. At one point, they couldn't decide \_\_\_\_\_ to follow one stream \_\_\_\_\_ another.
6. They must have made the right choice, \_\_\_\_\_ we would never have heard about them.
7. If \_\_\_\_\_ Lewis \_\_\_\_\_ Clark had been less curious, the United States might not extend to the Pacific coast.
8. On the way back from Oregon, Lewis went one way \_\_\_\_\_ Clark went through the Yellowstone area.
9. We read about their adventures, \_\_\_\_\_ reading is not as exciting as exploring.
10. I sometimes wonder \_\_\_\_\_ I would have gone on this expedition \_\_\_\_\_ stayed home.

**Lesson  
3**

# Conjunctions

## Application

### A. Proofreading

Proofread the following paragraph, adding appropriate conjunctions where they are needed.

Without the help of a Shoshone woman, the Lewis \_\_\_\_\_ Clark expedition might have failed. Sacagawea was very young, \_\_\_\_\_ she was still able to serve as guide and interpreter for the explorers. Sacagawea had been captured by an enemy tribe when she was only 14 years old \_\_\_\_\_ taken from her home. Later she met her husband, a fur trader named Toussaint. Soon after her first baby's birth, \_\_\_\_\_ she \_\_\_\_\_ Toussaint were hired by Lewis and Clark to guide them through the mountains \_\_\_\_\_ act as interpreters to tribes along the way. The trip across the mountains was going to be hard and dangerous, especially without fresh supplies. Imagine Sacagawea's surprise when the weary expedition met a tribe, \_\_\_\_\_ its chief was her own brother! \_\_\_\_\_ she \_\_\_\_\_ her brother had seen each other for years. Sacagawea's brother traded with the expedition for food \_\_\_\_\_ supplies. The explorers were able to go on \_\_\_\_\_ earn their place in history.

### B. Writing with Conjunctions

Imagine that you had been on the Lewis and Clark expedition into the unknown West in 1804. What sights might you have seen? What would have impressed you the most—the wide prairies, the rushing rivers, the steep mountains, or the peaceful ocean? Write a journal entry for one day in your imagined trip. Use at least two coordinating conjunctions and two correlative conjunctions. Underline all the conjunctions.

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Lesson  
4

# Interjections

## Teaching

An **interjection** is a word or short phrase used to express emotion, such as *wow* and *my goodness*.

Hey, that ball was foul!

Fantastic! That ball is out of here!

## Identifying Interjections

Read each sentence. If it contains an interjection, write the interjection on the line to the right. If it does not contain an interjection, write **None** on the line.

1. Wow! It is hot in the sun! \_\_\_\_\_
2. Have you been to many games this year? \_\_\_\_\_
3. Well, thanks for inviting me along. \_\_\_\_\_
4. That's Sammy Sosa himself, isn't it? Awesome! \_\_\_\_\_
5. Boy, I wish they would start the game. \_\_\_\_\_
6. Finally! Let's stand for the national anthem. \_\_\_\_\_
7. Now, let the game begin! \_\_\_\_\_
8. Amazing! That ball went 400 yards! \_\_\_\_\_
9. Yeah! He struck out all three batters! \_\_\_\_\_
10. Gosh! That ball is coming straight at me! \_\_\_\_\_
11. Congratulations! You caught the ball! \_\_\_\_\_
12. That will be a great souvenir for my collection. \_\_\_\_\_
13. Who feels hungry now? \_\_\_\_\_
14. Yum! Those tacos look tempting! \_\_\_\_\_
15. Whew! If that ball had been fair, we would have lost the game! \_\_\_\_\_
16. Hurray! We won! \_\_\_\_\_

Lesson  
4**Interjections****More Practice****A. Identifying Interjections**

Read each sentence. If it contains an interjection, write the interjection on the line to the right. If it does not contain an interjection, write **None** on the line.

1. Wow! Your serve is so fast today! \_\_\_\_\_
2. Well, I have been working with a tennis pro. \_\_\_\_\_
3. He gave me some useful pointers for improving my serve. \_\_\_\_\_
4. Great! Now I'll never beat you! \_\_\_\_\_
5. Ridiculous! Your serve is good too. \_\_\_\_\_
6. Hey, I just had a great idea. \_\_\_\_\_
7. We could play doubles and challenge two other players. \_\_\_\_\_
8. Right! The coach was looking for doubles players. \_\_\_\_\_
9. Frankly, I think doubles might be more fun than singles anyway. \_\_\_\_\_
10. Excellent! Let's start practicing. \_\_\_\_\_

**B. Using Interjections**

Write an interjection before each of these sentences.

**EXAMPLE** Yuck! I wouldn't eat that if I were you!

1. \_\_\_\_\_, that coat looks great.
2. \_\_\_\_\_! This cocoa is too hot to drink!
3. \_\_\_\_\_! We got a touchdown!
4. \_\_\_\_\_! Your garden is lovely.
5. \_\_\_\_\_, who put the empty milk carton back into the refrigerator?
6. \_\_\_\_\_! I forgot my homework!
7. \_\_\_\_\_! That cake was absolutely delicious!
8. \_\_\_\_\_, that's the way things go sometimes.
9. \_\_\_\_\_! My parachute hasn't opened yet!
10. \_\_\_\_\_! I'm so proud of you!

**Lesson**  
**4**

# Interjections

## Application

### A. Writing Sentences with Interjections

Write a sentence for each of these interjections. You can decide for yourself whether to use a comma or an exclamation point after the interjection. An exclamation point after an interjection shows stronger emotion than a comma does.

**EXAMPLE** yikes *Yikes! My brakes aren't working!*

1. yum \_\_\_\_\_
2. hooray \_\_\_\_\_
3. ouch \_\_\_\_\_
4. gee \_\_\_\_\_
5. hey \_\_\_\_\_
6. eek \_\_\_\_\_
7. wow \_\_\_\_\_
8. golly \_\_\_\_\_
9. whew \_\_\_\_\_
10. well \_\_\_\_\_

### B. Writing a Conversation with Interjections

Suppose you were at a sporting event such as a football, baseball, basketball, or soccer game with a friend. You would probably use quite a few interjections as you reacted to what was happening in the game. Write a conversation between two fans who are watching a game. Use at least four interjections whenever one of the speakers expresses strong emotion.

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**Lesson  
1**

# Gerunds and Gerund Phrases

*Teaching*

A **verbal** is a word that is formed from a verb but acts as a noun, an adjective, or an adverb.

A **gerund** is a verbal that ends in *-ing* and acts as a noun. A **gerund phrase** consists of the gerund with its modifiers and complements.

Painting a landscape requires careful observation. (The gerund is *painting*.)

In sentences, gerunds and gerund phrases may be used any place that nouns may be used.

|                                   |                                                             |
|-----------------------------------|-------------------------------------------------------------|
| <b>As subject</b>                 | <u>Painting</u> is my favorite pastime.                     |
| <b>As predicate nominative</b>    | My favorite pastime is <u>painting portraits</u> . (phrase) |
| <b>As direct object</b>           | I love <u>painting with watercolors</u> . (phrase)          |
| <b>As object of a preposition</b> | I get in touch with nature by <u>painting</u> .             |

## A. Finding Gerunds and Gerund Phrases

In each sentence, underline every gerund phrase once. Underline each gerund twice.

1. Painting still-life pictures taught Mike a lot about color.
2. Studying art also taught him about history.
3. His main goal is improving his brushwork.
4. Creating art is hard work but also lots of fun.
5. Martina started painting with oils this year.
6. People like visiting art galleries.

## B. Identifying Gerunds and Gerund Phrases

Underline each gerund or gerund phrase. On the blank, write how it is used: **S** for subject, **PN** for predicate nominative, **DO** for direct object, or **OP** for object of a preposition.

1. Painting made me appreciate how light affects color. \_\_\_\_\_
2. John prefers taking photos of people. \_\_\_\_\_
3. We encouraged his entering the competition. \_\_\_\_\_
4. Mom kept me from going without my jacket. \_\_\_\_\_
5. Dorie's best subject is acting in drama class. \_\_\_\_\_
6. Finding the right tool is half the job. \_\_\_\_\_
7. After jogging, Mr. Conway loved to eat doughnuts. \_\_\_\_\_
8. The problem is thinking of a good topic. \_\_\_\_\_
9. Do you remember fingerpainting in kindergarten? \_\_\_\_\_
10. Jonathan got paid for sculpting the dolphin. \_\_\_\_\_

Lesson  
1**Gerunds and Gerund Phrases***More Practice***A. Identifying Gerunds and Gerund Phrases**

Underline each gerund or gerund phrase. In the blank, write how it is used: **S** for subject, **PN** for predicate nominative, **DO** for direct object, or **OP** for object of a preposition.

1. For a crisp texture, avoid overcooking the vegetables. \_\_\_\_\_
2. Before running, Jim always stretches. \_\_\_\_\_
3. Omar preferred watching the hockey game. \_\_\_\_\_
4. For Joanna, making a papier-mâché globe was a messy project. \_\_\_\_\_
5. Marcello's specialty is sculpting. \_\_\_\_\_
6. Collecting candy on Halloween still appeals to Del. \_\_\_\_\_
7. Noreen hates being left behind. \_\_\_\_\_
8. Thomas really dislikes drawing. \_\_\_\_\_
9. Aunt Frances started searching the attic for baby clothes. \_\_\_\_\_
10. My dog's only trick is singing. \_\_\_\_\_

**B. Using Gerunds and Gerund Phrases**

Rewrite each sentence. Change the boldfaced word or words to a gerund or gerund phrase. Underline each gerund. You may need to alter some other words in the sentence.

1. **To paint landscapes well** has always been Juan's goal.

\_\_\_\_\_

2. After **he took lessons**, Juan showed great improvement.

\_\_\_\_\_

3. His goal for this year is **to sell at least one of his works**.

\_\_\_\_\_

4. He feels that **to make a sale** will prove he has some ability.

\_\_\_\_\_

5. We say he should be happy with **his creation of a decent picture**.

\_\_\_\_\_

**Lesson  
1**

# Gerunds and Gerund Phrases

## Application

### A. Using Gerunds and Gerund Phrases

Write sentences using the following gerunds and gerund phrases in the sentence parts indicated.

1. painting by numbers (subject) \_\_\_\_\_  
\_\_\_\_\_
2. sculpting in marble (object of preposition) \_\_\_\_\_  
\_\_\_\_\_
3. sketching cartoons (predicate noun) \_\_\_\_\_  
\_\_\_\_\_
4. cleaning brushes (direct object) \_\_\_\_\_  
\_\_\_\_\_
5. choosing a good subject (your choice of sentence part) \_\_\_\_\_  
\_\_\_\_\_

### B. Using Gerunds and Gerund Phrases in Writing

You are on a committee whose job is to design a model city. What public buildings and parks will be needed, in addition to homes, stores, offices, and factories? What concerns (such as safety, avoiding wasted travel time, and providing good scenery) should be taken into account when locating these different types of buildings? Write a paragraph in which you outline one or more topics that the committee should discuss. Use five or more gerunds in your paragraph.

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Lesson  
2

## Participles and Participial Phrases

### Teaching

A **participle** is a verbal that acts as an adjective. It modifies a noun or pronoun. There are two kinds of participles: present participles and past participles. The **present participle** always ends in *-ing*.

The listening crowd was still. (The present participle *listening* modifies *crowd*.)

The past participle of a regular verb ends in *-ed*. For irregular verbs such as *tell*, the past participle has a different ending.

The amused listeners laughed at the ending. (regular verb.)

That retold story is still funny. (irregular verb.)

A **participial phrase** consists of a participle plus its modifiers and complements.

The crowd, listening to the storyteller, was spellbound. (modifies *crowd*.)

Told in many versions, this story is still funny. (modifies *story*.)

Gerunds, present participles, and progressive verbs all end in *ing*. Here's how to tell them apart.

|                   |                                            |                                                |
|-------------------|--------------------------------------------|------------------------------------------------|
| <b>Participle</b> | What is that <b>barking</b> sound?         | Can be replaced by an adjective such as "loud" |
| <b>Gerund</b>     | That <b>barking</b> is the neighbor's dog. | Can be replaced by a noun such as "noise"      |
| <b>Verb</b>       | The dog is <b>barking</b> at our cat.      | Always preceded by a helping verb              |

### Identifying Participles and Participial Phrases

Underline the participle or participial phrase in each sentence. Underline twice the noun or pronoun that it modifies.

**EXAMPLE:** The plane, veering wildly, almost crashed to the ground.

1. The old flag, battered by wind and weather, was finally replaced.
2. Finished, the artists cleaned their brushes.
3. Exhausted, Victor fell to the ground after his long run.
4. The skaters, moving effortlessly, danced across the ice.
5. Crossing the old bridge, she passed the village store and the stable.
6. Nan, breathing deeply, bent her knees and lifted the box.
7. Leaving, Doug promised that he would be back.
8. The postal clerk, hurrying, placed the mail in the wrong place.
9. The promised troops did not arrive until it was too late.
10. The alarmed workers saw smoke and fled the factory.
11. The laughing children dashed onto the playground.
12. Cheering crowds welcomed home the winning team.

**Lesson  
2**

# Participles and Participial Phrases

## More Practice

### A. Identifying Participles and Participial Phrases

Underline the participle or participial phrase in each sentence. On the blank to the right, write the word that the participle or participial phrase modifies.

1. The art students, brought by bus, toured the museum. \_\_\_\_\_
2. The search party found the skiers huddled together. \_\_\_\_\_
3. The antique desk, collecting dust in a corner, is priceless. \_\_\_\_\_
4. Holding her torch aloft, the Statue of Liberty welcomes newcomers to the United States. \_\_\_\_\_
5. Graduation came at last for the exhausted students. \_\_\_\_\_
6. The letter, damaged in the mail, finally reached its destination. \_\_\_\_\_
7. Completed in record time, the new building was open for business. \_\_\_\_\_
8. The game show contestant, thinking hard about the question, didn't answer in time. \_\_\_\_\_
9. We watched the goldfish swimming in the pond. \_\_\_\_\_
10. Hiking briskly, we reached the mountain pass at noon. \_\_\_\_\_

### B. Distinguishing Between Gerunds and Participles

In each sentence, underline the verbal. On the line, label it as either a **Gerund** or a **Participle**. Underline twice the word each participle modifies.

1. Baking is a major project for the holidays. \_\_\_\_\_
2. Baking in the oven, the bread smelled delicious. \_\_\_\_\_
3. The burgers, sizzling on the grill, were almost ready. \_\_\_\_\_
4. Dressing up for parades is a family tradition. \_\_\_\_\_
5. The woman, dressed as a princess, has the lead in the play. \_\_\_\_\_
6. Seeing the accident, Lori helped the boy to his feet. \_\_\_\_\_
7. Seeing the old slides reminded me of the good times we had. \_\_\_\_\_
8. Talking is rude while the movie is on. \_\_\_\_\_
9. Talking among themselves, the actors missed their cues. \_\_\_\_\_
10. The dog, wagging its tail, eyed the steak. \_\_\_\_\_
11. Dropping the toy, the baby laughed. \_\_\_\_\_
12. Dancing takes strength and discipline. \_\_\_\_\_



**Lesson**  
**2**

# Participles and Participial Phrases

## Application

### A. Identifying Participles and Participial Phrases

You are writing a fairy tale about knights, princesses, and fire-breathing dragons. Write sentences for the story using the following participles and participial phrases. (Use a comma after any participial phrase that begins a sentence.) Underline the word modified by each participle or participial phrase.

1. disguised \_\_\_\_\_  
\_\_\_\_\_
2. building a fortress \_\_\_\_\_  
\_\_\_\_\_
3. enraged \_\_\_\_\_  
\_\_\_\_\_
4. threatening the kingdom \_\_\_\_\_  
\_\_\_\_\_
5. determined to save the kingdom \_\_\_\_\_  
\_\_\_\_\_

### B. Using Present and Past Participles in Writing

The following story is missing several participles. The verbs that must be used in the participles are listed here. Choose the right verb for each blank, and write either the present participle or the past participle on the line, as needed.

|         |      |           |        |
|---------|------|-----------|--------|
| worry   | peep | accompany |        |
| pretend | need | trust     | defeat |

The fox appears in many folktales. A hen, often \_\_\_\_\_ by a brood of chicks, is another stock character. \_\_\_\_\_ about her chicks, the hen looks for help. \_\_\_\_\_ the fox, she doesn't recognize him for what he really is. The hungry fox really wants to eat her and her \_\_\_\_\_ brood too. \_\_\_\_\_ to be harmless, the fox offers to help the hen out. The hen, \_\_\_\_\_ help, takes him up on his offer. Then, suddenly realizing her error, she escapes with her chicks. \_\_\_\_\_ at his own game, the fox heads back to his den still hungry.

**Lesson  
3**

# Infinitives and Infinitive Phrases

## Teaching

An **infinitive** is a verb form that usually begins with the word *to* and acts as a noun, an adjective, or an adverb. In each example below, the infinitive is *to eat*. An **infinitive phrase** consists of an infinitive plus its complements and modifiers. The entire phrase functions as a noun, adjective, or adverb.

- |                     |                                                                                                                                                                                                  |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>As noun</b>      | <u>To eat healthily</u> was Anna's New Year's resolution. (subject)<br>Anna wanted <u>to eat healthily</u> . (direct object)<br>Anna's resolution was <u>to eat healthily</u> . (predicate noun) |
| <b>As adjective</b> | Her plan <u>to eat healthily</u> was fine. ( <i>to eat healthily</i> modifies <i>plan</i> )                                                                                                      |
| <b>As adverb</b>    | <u>To eat healthily</u> , Anna will learn the art of cooking vegetables properly. ( <i>To eat healthily</i> modifies <i>will learn</i> , telling <i>why</i> .)                                   |

To decide whether a phrase is an **infinitive** or a prepositional phrase, look at the word after *to*. If the word is a verb, the phrase is an infinitive. If the word is a noun, pronoun, or modifier the phrase is a prepositional phrase.

- John is going to the library. (prepositional phrase)  
Does Marie want to go with him? (infinitive phrase)

## A. Identifying Infinitives and Infinitive Phrases

Underline every infinitive.

- Lola hesitated to order the pork sausage.
- We don't care to go out for breakfast.
- Who wants to run to the store for some milk and bread?
- Marie's idea was to try eating vegetarian twice a week.
- To keep more taste and food value in vegetables, I use a steamer.
- Lou's intention to have healthy meals clashed with his love of ice cream.
- To cook eggs for all ten of us, you'll need a much larger pan.
- Where can you go to school to learn to be a chef?

## B. Identifying Infinitive Phrases

Underline the infinitive phrase in each sentence. On the blank, write how it is used: **N** for noun, **ADJ** for adjective, or **ADV** for adverb.

- |                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| 1. Her suggestion was to leave at 9:00 A.M.                                 | _____ |
| 2. It was his idea to take a cab instead of the subway.                     | _____ |
| 3. To get to the French restaurant, take a right at the next street.        | _____ |
| 4. Colin wants to live forever, but he eats like there's no tomorrow.       | _____ |
| 5. To eat healthily is not enough; you also need regular physical exercise. | _____ |

**Infinitives and Infinitive Phrases*****More Practice*****A. Identifying Infinitive Phrases**

Underline the infinitive phrase in each sentence. On the blank, write how it is used:

**N** for noun, **ADJ** for adjective, or **ADV** for adverb.

1. To have a balanced diet, keep the food triangle in mind. \_\_\_\_\_
2. George wants to take Lea out tonight. \_\_\_\_\_
3. Fifty years ago, people didn't know to avoid "bad" cholesterol. \_\_\_\_\_
4. Would you like to read this detective novel? \_\_\_\_\_
5. Avoiding green, leafy vegetables is guaranteed to ruin your health. \_\_\_\_\_
6. To get good food at that place is impossible. \_\_\_\_\_
7. My grandmother taught me to make lentil soup. \_\_\_\_\_
8. Brenda went to that popular, crowded cafe simply to see her friends. \_\_\_\_\_
9. We listened to Rosalie's suggestion to disguise the leftovers. \_\_\_\_\_
10. Everyone plans to bring a potluck dish to the party. \_\_\_\_\_

**B. Using Infinitive Phrases**

Use each of the following infinitive phrases in a sentence.

1. to make soup

\_\_\_\_\_

2. to get to dinner on time

\_\_\_\_\_

3. to ask you to dinner

\_\_\_\_\_

4. to wait tables

\_\_\_\_\_

5. to snack before the TV

\_\_\_\_\_

**Lesson**  
**3**

# Infinitives and Infinitive Phrases

## Application

### A. Using Infinitive Phrases

Use each of the following infinitive phrases in a sentence.

1. to eat a balanced diet

\_\_\_\_\_

2. to chew his food slowly

\_\_\_\_\_

3. to teach nutrition

\_\_\_\_\_

4. to avoid high-calorie snacks

\_\_\_\_\_

5. to get enough vitamins

\_\_\_\_\_

### B. Writing Infinitive Phrases

Rewrite the following paragraph, changing every sentence to include an infinitive or infinitive phrase.

**EXAMPLE** Eating well is important to your health.  
*To eat well is important to your health.*

Laying the foundations for health is simple. Your needs include choosing the right foods and exercising. For choosing foods wisely, consider the food pyramid. This guide advises eating some foods from each food group daily. The key is balancing your diet—some high-protein food, some fruits and vegetables, and some bread or pasta. For exercising effectively, stay simple. Walking every day beats going to the gym once a week.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lesson  
1

# What Is a Clause?

## Teaching

A **clause** is a group of words that contains both a subject and a verb. There are two kinds of clauses: independent and dependent.

An **independent clause** expresses a complete thought and can stand alone as a sentence. An independent clause is also called a **main clause**.

The gardener calculated the total area.

SUBJECT VERB

A **dependent clause** contains a subject and a verb, but it does not express a complete thought. It cannot stand alone as a sentence. Another name for a dependent clause is a **subordinate clause**. Most dependent clauses are introduced by words like *although, before, because, so that, when, while, so, and that*.

after she had measured the plot carefully

A dependent clause can be joined to an independent clause to express a complete thought.

The gardener calculated the total area after she had measured the plot carefully.

## Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing **IND** for independent clause and **DEP** for dependent clause.

1. **Joyce enjoyed geometry** more than she enjoyed algebra. \_\_\_\_\_
2. She liked the fact **that the class began with simple shapes**. \_\_\_\_\_
3. **A point was the first thing** that the students learned about. \_\_\_\_\_
4. **A point has no length or width**. \_\_\_\_\_
5. When you study geometry, **you must use terms accurately**. \_\_\_\_\_
6. For example, you may not say *line* **when you mean line segment**. \_\_\_\_\_
7. A triangle, **which everyone recognizes**, is a shape made of three line segments. \_\_\_\_\_
8. An equilateral triangle is a triangle **whose three sides are equal**. \_\_\_\_\_
9. An isosceles triangle is different **because it has only two equal sides**. \_\_\_\_\_
10. When Nick draws triangles, **he uses a ruler**. \_\_\_\_\_
11. **Every square is a rectangle**, but not every rectangle is a square. \_\_\_\_\_
12. What is the reason **why this is true?** \_\_\_\_\_
13. **There are some statements about shapes** that cannot be proved. \_\_\_\_\_
14. Statements **that cannot be proved** are called theorems. \_\_\_\_\_

**Lesson  
1**

# What Is a Clause?

## More Practice

### A. Identifying Independent and Dependent Clauses

Identify each boldfaced group of words by writing **IND** for independent clause and **DEP** for dependent clause.

1. The facts **that are taught in math classes** can be useful in practical problems. \_\_\_\_\_
2. Although Gene wants to paint his room, **he needs to buy paint first.** \_\_\_\_\_
3. He must figure the wall area **so that he'll buy the right amount of paint.** \_\_\_\_\_
4. **First he measures the length of each wall and the height of the room.** \_\_\_\_\_
5. Then he measures the windows and doors, **which do not need to be painted.** \_\_\_\_\_
6. **Gene calculates the area of the total wall space,** and then he subtracts the area of the windows and doors. \_\_\_\_\_
7. Most people can do the math easily **when they use calculators or computers.** \_\_\_\_\_
8. Before you can multiply or subtract, **you must decide which numbers to use.** \_\_\_\_\_
9. Gene learned the formulas **that he applies** in his grade school math classes. \_\_\_\_\_
10. He won't waste money **if he measures and calculates correctly.** \_\_\_\_\_

### B. Identifying and Correcting Fragments

This paragraph includes several dependent clauses that are not attached as they should be to independent clauses. Rewrite the paragraph, connecting the dependent clauses to appropriate independent clauses. Rearrange the order of clauses as needed.

When Lindy took up crocheting. She started with a scarf. She chose three colors. That she particularly liked. Directions for the scarf were in a magazine. Lindy decided to make the scarf shorter than the one shown in the magazine. Because she wasn't sure of her ability. The scarf turned out well. When she went on to her next project. Lindy tried gloves. Which required more skill. That project turned out well too.

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**Lesson  
1**

# What Is a Clause?

## Application

### A. Identifying Independent and Dependent Clauses

If an item is a sentence consisting of only one independent clause, write **IND** on the line. If it is a fragment consisting of only a dependent clause, write **DEP**. If the item is a sentence consisting of both an independent and a dependent clause, write either **IND + DEP** or **DEP + IND** to show the order of clauses.

**EXAMPLE** After the snow fell. *DEP*

1. We had to leave the party because the room was so crowded. \_\_\_\_\_
2. Although the competition was rough. \_\_\_\_\_
3. Daisy drove the yellow car out to her cousin's home in the country. \_\_\_\_\_
4. Since Beverly's voice is strong, she won the lead in the musical. \_\_\_\_\_
5. Jeffrey likes music that was written over 300 years ago. \_\_\_\_\_
6. Because the rain was so heavy. \_\_\_\_\_
7. Jay asked the store clerk for directions. \_\_\_\_\_
8. After the bees chased us inside, we watched TV. \_\_\_\_\_
9. That grew almost six feet tall. \_\_\_\_\_
10. Dinah read a magazine while she waited for the bus. \_\_\_\_\_

### B. Correcting Fragments

In Exercise A, which items were fragments with the answer DEP? Write the numbers of those items on the lines below. Then complete each item by adding an independent clause to the dependent clause. Write the corrected sentence after the item number.

**EXAMPLE** After the snow fell.  
*After the snow fell, we had a snowball fight.*

Revision of # \_\_\_\_\_  
\_\_\_\_\_

Revision of # \_\_\_\_\_  
\_\_\_\_\_

Revision of # \_\_\_\_\_  
\_\_\_\_\_

**Lesson  
2**

# Simple and Compound Sentences

## Teaching

A **simple sentence** has one independent clause and no dependent clauses. Even a simple sentence can be elaborate, and it may have compound parts.

Ed and Vi read and compared the essays. (compound subject, compound verb)

A **compound sentence** has two or more independent clauses joined together, but no dependent clauses. The clauses must be close in thought. They may be joined by a comma and a coordinating conjunction or by a semicolon.

They chose Maxine's essay as the winner, **but** the judges said the final choice was hard.

Ed and Vi disagreed on some essays; **however**, they agreed on the quality of Maxine's writing.

The following are coordinating conjunctions:

for and nor or but so yet

## Identifying Kinds of Sentences

Identify each sentence below with **S** for simple or **CD** for compound.

1. It was pouring rain; getting a cab was impossible. \_\_\_\_\_
2. Miguel patched and cleaned the sails of the boat. \_\_\_\_\_
3. The magazine was both timely and readable. \_\_\_\_\_
4. Ted read the instructions, and then he built the model. \_\_\_\_\_
5. At first, television stations were on the air only a few hours a day, but now many broadcast 24 hours a day. \_\_\_\_\_
6. Computers and printers are standard equipment in most classrooms. \_\_\_\_\_
7. Leo took the flag down, and Rosaria folded it. \_\_\_\_\_
8. The train came in early, but I was already at the station. \_\_\_\_\_
9. The wind started blowing in the morning and kept on until late in the day. \_\_\_\_\_
10. The storm forced waste water into the lake, so swimming is prohibited today. \_\_\_\_\_
11. All-electric cars are still too expensive to operate; this hybrid car, however, combines batteries with a gas-powered engine. \_\_\_\_\_
12. The legendary founders of Rome were raised by wolves. \_\_\_\_\_
13. Books and clothes were scattered all over the twins' room. \_\_\_\_\_
14. The picnic begins at noon; the clouds should have cleared by then. \_\_\_\_\_
15. I finished my homework early and then went outside. \_\_\_\_\_



**Lesson  
2****Simple and Compound Sentences****More Practice****A. Identifying Kinds of Sentences**

Identify each sentence below with **S** for simple or **CD** for compound.

1. Helium weighs more than hydrogen, but it is less dangerous than the lighter gas. \_\_\_\_\_
2. A severe storm struck the area and downed power lines. \_\_\_\_\_
3. The students visited a nursing home; most of them enjoyed the experience. \_\_\_\_\_
4. The rain stopped abruptly, and cold air swept in from the north. \_\_\_\_\_
5. The stilt-walker fell during his performance, but his only injury was to his pride. \_\_\_\_\_
6. The electrician needed tools and insulated wire to restore service. \_\_\_\_\_
7. Marisa doesn't often express opinions; nevertheless, she recommends this book. \_\_\_\_\_
8. I must have lost the tickets; they aren't in the envelope. \_\_\_\_\_
9. In the evening Carlos usually studies or reads at the library. \_\_\_\_\_
10. Astronauts train hard and prepare for the unexpected. \_\_\_\_\_

**B. Combining Sentences**

Combine the two sentences in each item to make a compound sentence. Use a semicolon alone, or a comma with one of the coordinating conjunctions: *and*, *but*, *or*, *nor*, *for*, *so*, *yet*.

1. The benefit dinner was a success. The school band still needed more money for new uniforms.

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2. The skater did a back flip. The crowd applauded.

3. Jane's newest house robot moves smoothly. She's very proud of it.

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4. Mike worked on the car for hours over the weekend. It still sounds loud.

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**Lesson  
2****Simple and Compound Sentences***Application***Combining Sentences**

In all but two of these items, the two simple sentences can be combined as a compound sentence. If the sentences are close in thought, combine them using a semicolon alone, or a comma with one of the coordinating conjunctions: *and*, *but*, *or*, *nor*, *for*, *so*, *yet*. If the sentences are not close in thought, write **Unconnected**

**Simple Sentences.**

1. Usually this flight takes an hour. This time it took 90 minutes because of strong winds.

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2. One usher took our tickets at the door. Another guided us to our seats.

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3. The professor has a strong policy against admitting latecomers to class. The topic of today's lecture was "Shakespeare's Influence on the English Language."

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4. Bob found an old, nicked-up radio at a garage sale. He has restored it beautifully.

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5. My sister had a babysitting job at 6:30 P.M. We ate dinner early.

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6. You'll need to get a new flashlight for your hike. The switch on this one is broken.

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7. I don't feel well today. The year-end sale at Big Sales offers great discounts.

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8. We had snow on the weekend. It melted quickly afterwards.

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Lesson  
3

# Complex Sentences

*Teaching*

A **complex sentence** has one independent clause and one or more dependent clauses.

Although every sport involves some risk, people who take part in extreme sports face a higher-than-average level of risk.

Many dependent clauses are introduced by a subordinating conjunction. A subordinating conjunction relates a dependent clause to an independent clause. Here is a list of common subordinating conjunctions:

|          |            |             |        |          |          |
|----------|------------|-------------|--------|----------|----------|
| after    | as soon as | even though | than   | until    | wherever |
| although | because    | if          | though | when     | which    |
| as       | before     | since       | unless | whenever | while    |

## A. Understanding Complex Sentences

In each complex sentence below, find and underline one of the following independent clauses. Then underline each dependent clause twice.

My great-aunt rents a condo near the lake.  
The falling tree barely missed the house.  
Our class president introduced the speaker.

1. When the high winds blew it down, the falling tree barely missed the house.
2. My great-aunt, who is 84, rents a condo near the lake.
3. Our class president introduced the speaker, whose topic was choosing a career.
4. When she is in town each summer, my great-aunt rents a condo near the lake.
5. The falling tree barely missed the house where my cousin lives.
6. Our class president, who is in my home room, introduced the speaker.
7. My great-aunt rents a condo near the lake, which she can see from the balcony.
8. The falling tree, which was toppled by high winds, hit the garage.
9. My great-aunt rents a condo, which is really quite roomy, near the lake.
10. Although she had laryngitis, our class president introduced the speaker.

## B. Understanding Complex Sentences

In each of these complex sentences, underline only the independent clause.

1. Although I try, I can't understand the appeal of extreme sports.
2. I saw a program where an extreme skier was interviewed.
3. A videotape, which was part of the program, showed her accident.
4. When she hit a rough spot, she fell and tumbled down the slope.
5. Though she had spent months recovering from her injuries, she wanted to try the slope again.

**Lesson  
3**

# Complex Sentences

## More Practice

### A. Understanding Complex Sentences

In each of these complex sentences, underline each independent clause once and each dependent clause twice.

1. Although the heat is on, it is still cold in here.
2. The trip takes an hour unless traffic is heavy.
3. When the music stops, change partners.
4. No one came when we called.
5. Horses can sleep while they stand.
6. When it gets dark, this light will go on automatically.
7. The bread is stale, although we just bought it.
8. No one may enter after the concert has begun.
9. The cashier had trouble when the electricity went out.
10. After the game ends, we'll go for something to eat.

### B. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, or **CX** for complex.

1. One of the sports that can be classified as extreme is free diving. \_\_\_\_\_
2. Participants hold their breath and dive hundreds of feet straight down in the ocean. \_\_\_\_\_
3. Deep below the ocean, water pressure squeezes the internal organs of divers, and darkness blinds them. \_\_\_\_\_
4. The return to the surface can kill a diver if he or she comes up too fast. \_\_\_\_\_
5. When the body doesn't have time to adjust to changing pressure, internal gases expand too fast. \_\_\_\_\_
6. The sudden expansion of gases causes explosions in arteries. \_\_\_\_\_
7. Still, the activity is popular with people who like dangerous challenges. \_\_\_\_\_
8. The free diving federation refuses to recognize records in "no-limits" free diving because that method of diving is too dangerous. \_\_\_\_\_
9. "Variable-weight" and "constant-weight" free diving are approved methods. \_\_\_\_\_
10. Scuba divers, who wear oxygen tanks, accompany free divers to help them if problems arise underwater. \_\_\_\_\_

# Complex Sentences

## Application

### A. Creating Complex Sentences

Combine each numbered sentence with the sentence that follows to make a complex sentence. Write the new sentence on the line provided.

(1) Ice climbing is a dangerous sport. In it, climbers pull themselves up frozen waterfalls. (2) The water was falling. It froze. (3) Climbers attach sharp pointed metal cleats to their boots. Then they start up. (4) The sun warms a frozen waterfall. The waterfall will give way under a climber.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

### B. Revising Complex Sentences

Underline the independent clause in each of these complex sentences. Then rewrite the sentence, keeping the independent clause but supplying a new dependent clause for each of the original dependent clauses.

1. As darkness closed in around the campfire, we all began to shiver.

\_\_\_\_\_

\_\_\_\_\_

2. The traffic was heavier after the bus reached the downtown streets.

\_\_\_\_\_

\_\_\_\_\_

3. Although June had just begun, the lake was warm enough for swimming.

\_\_\_\_\_

\_\_\_\_\_

4. I feel like dancing whenever I hear my favorite song on the radio.

\_\_\_\_\_

\_\_\_\_\_

**Lesson  
4**

# Kinds of Dependent Clauses

## Teaching

An **adjective clause** is a dependent clause that is used as an adjective. An adjective clause modifies a noun or pronoun. It tells *what kind, which one, how many, or how much*.

Gonfalon is a word that I'd never seen outside of this book. (*What kind of word?*)

Adjective clauses are usually joined to the main clause by **relative pronouns** such as *who, whom, whose, that, and which*. A clause beginning with *which* is set off by commas.

A gonfalon is a banner that is hung from a crosspiece. (*Which banner?*)

The word, which is Italian, isn't used much these days. (clause not necessary)

An **adverb clause** is a dependent clause that is used as an adverb. It modifies a verb, adjective, or adverb. Adverb clauses tell *where, when, how, why, to what extent, and under what condition*.

When I saw the word, I had to look it up. (*When did I look it up? Modifies verb*)

Adverb clauses are usually joined to the main clause by **subordinating conjunctions** such as *if, because, although, as, when, where, since, before, and while*. If the adverb clause comes before the independent clause, use a comma after the adverb clause.

A **noun clause** is a dependent clause used as a noun. Noun clauses may be used anywhere in a sentence that nouns can be used. If you can substitute the word *someone* or *something* for a clause in a sentence, it is a noun clause.

|                                |                                                           |
|--------------------------------|-----------------------------------------------------------|
| <b>Subject</b>                 | <u>What the word means</u> puzzled me at first.           |
| <b>Direct Object</b>           | The dictionary explained <u>what the word means</u> .     |
| <b>Object of a Preposition</b> | I'm no longer confused about <u>what the word means</u> . |
| <b>Predicate Noun</b>          | A banner is <u>what the word means</u> .                  |

Usually, a noun clause is joined to the main clause by words such as *who, whom, whoever, whomever, that, which, what, when, how, where, why, and whether*.

## Identifying Adjective, Adverb, and Noun Clauses

Write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify each boldfaced clause.

1. Sometimes an unfamiliar word is explained by **how it is used in a passage**. \_\_\_\_\_
2. **If the context of a word doesn't make its meaning clear**, a dictionary will help. \_\_\_\_\_
3. An old story may use words **that are no longer in daily use**. \_\_\_\_\_
4. **What a word means** may change over the years, as well. \_\_\_\_\_
5. Another complication is **that a word may have different meanings**. \_\_\_\_\_
6. **When you talk about a square in geometry**, you mean a four-sided figure. \_\_\_\_\_
7. A person **who is square**, however, is a dull person. \_\_\_\_\_
8. **How square came to refer to a dull person** is not obvious. \_\_\_\_\_
9. About a century ago, you complimented a person **if you called him or her square**. \_\_\_\_\_
10. Then, *square* referred to a person **who was fair, honest, and reliable**. \_\_\_\_\_

Lesson  
4

# Kinds of Dependent Clauses

## More Practice

### A. Identifying Adjective, Adverb, and Noun Clauses

In each sentence, underline the dependent clause. On the line, write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify the clause.

**EXAMPLE** Writers who use unusual words challenge readers. *ADJ*

1. One tool that helps you learn about an unfamiliar word is a dictionary. \_\_\_\_\_
2. If you sit down with a novel and a dictionary, you can refer to the dictionary often. \_\_\_\_\_
3. Anyone who sits down with a novel and a dictionary is an unusual reader. \_\_\_\_\_
4. How a word begins and ends often gives clues to its meaning. \_\_\_\_\_
5. For example, since *amorphous* ends in *-ous*, it is probably an adjective. \_\_\_\_\_
6. Also, the prefix *a-*, which means "without" or "not," might be helpful. \_\_\_\_\_
7. Still, what *morph* means remains the critical question. \_\_\_\_\_
8. If you are familiar with the word *metamorphosis*, you might figure out the meaning of *morph* from that word. \_\_\_\_\_
9. You might combine the bits of information that you have so far with the context. \_\_\_\_\_
10. If all else fails, go to the dictionary. \_\_\_\_\_

### B. Identifying Clauses and Their Roles

In each item, underline once the dependent clause. If it is an adjective or adverb clause, underline twice the word it modifies. If it is a noun clause, write **S**, **O**, or **PN** to tell whether the clause is used as the subject of a verb, direct or indirect object of a verb or object of a preposition, or a predicate noun.

1. Myra looked as if she were really surprised. \_\_\_\_\_
2. Ask whoever is on the beach to run for help. \_\_\_\_\_
3. The book that Perry ordered has arrived at the bookstore. \_\_\_\_\_
4. Danita is saving her old watch for when the new one stops. \_\_\_\_\_
5. Gordon laughed when he saw his class picture. \_\_\_\_\_
6. Rhoda always sits in the seat that is closest to the door. \_\_\_\_\_
7. How the raccoon entered the house was obvious. \_\_\_\_\_
8. The homework was easier for Tyrone after he reviewed the chapter. \_\_\_\_\_

**Lesson**  
**4**

# Kinds of Dependent Clauses

## Application

### A. Identifying Adjective, Adverb, and Noun Clauses

Each sentence has at least one dependent clause. Underline each dependent clause, and, above the underlined words, write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify its type.

1. Words that are named after people make me curious about the people. \_\_\_\_\_
2. It wasn't hard for me to figure out where the word *curie* came from. \_\_\_\_\_
3. Clearly, *curie*, which means "a unit of radioactivity," is named after Madame Curie. \_\_\_\_\_
4. When I came across the word *faraday*, I learned that it was named after Michael Faraday. \_\_\_\_\_
5. Since a faraday is a measure of electricity, I figured that Mr. Faraday must have been a scientist. \_\_\_\_\_
6. I read an encyclopedia article that tells of his life. \_\_\_\_\_
7. An *eponym* refers to a person's name that is used to name something else. \_\_\_\_\_
8. Everyone can guess what was named after the Earl of Sandwich. \_\_\_\_\_
9. If something is ever named after you, what would you like it to be? \_\_\_\_\_

### B. Using Dependent Clauses

Rewrite each sentence, adding a clause that fits the description in parentheses. Change words in the original sentence as needed.

1. Once upon a time, magicians were as powerful as kings. (Use *when*)  
 \_\_\_\_\_  
 \_\_\_\_\_
2. A greedy king built a fort. (Adverb clause; use *where*)  
 \_\_\_\_\_  
 \_\_\_\_\_
3. The castle was crumbling. (Adjective clause; use *where*)  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Someone was forced to serve the king. (Noun clause, subject of *was forced*)  
 \_\_\_\_\_  
 \_\_\_\_\_
5. A magician stopped the king. (Use *who*.)  
 \_\_\_\_\_  
 \_\_\_\_\_



**Lesson**  
**5**

# Compound-Complex Sentences

## Teaching

A **compound-complex sentence** has two or more independent clauses and one or more dependent clauses.

For years, nobody had entered the old house, <sup>independent clause</sup> **but** <sup>independent clause</sup> everyone knew the story <sup>dependent clause</sup> that the house was haunted.

### A. Identifying Clauses

In the compound-complex sentences below, the dependent clauses are underlined. Identify the sentence parts named in the parentheses, and write them on the line.

- Many people claimed that they had seen ghosts in the windows, and others believed them.

(simple subject and verb of the dependent clause) \_\_\_\_\_

(simple subject and verb of the second independent clause) \_\_\_\_\_

- Each night, as the clock strikes midnight, a strong wind blows the front door open, or can you explain its opening in another way?

(simple subject and verb of the first independent clause) \_\_\_\_\_

(simple subject and verb of the second independent clause) \_\_\_\_\_

- The bank that owns the old building has tried to sell it, but nobody wants to buy it, and no one wants to live near it.

(simple subject and verb of the dependent clause) \_\_\_\_\_

(simple subject and verb of the first independent clause) \_\_\_\_\_

### B. Identifying Kinds of Sentences

Identify each sentence below with **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

- Shake the bottle well, but don't spill the juice. \_\_\_\_\_
- The message that Alex sent was hard to understand, and help was slow in arriving. \_\_\_\_\_
- The garden flourished, with sunflowers and hollyhocks towering above the marigolds, dahlias, and shorter flowers. \_\_\_\_\_
- At the end of the concert, audience members jumped to their feet, and enthusiastic applause broke out. \_\_\_\_\_
- As temperatures dropped close to freezing, many orange groves were threatened. \_\_\_\_\_
- The guide who escorted our group spoke three languages, so we had no problems. \_\_\_\_\_

**Lesson**  
**5**

# Compound-Complex Sentences

## More Practice

### A. Identifying Clauses

In each compound-complex sentence below, draw parentheses around each independent clause and underline each dependent clause.

1. When the campfire was burning steadily, all the campers sat on the ground around it, and someone began to tell a scary story.
2. The story was not very good; however, because the campers heard strange hoots and noises from the forest around them, everyone was soon shivering.
3. After the first storyteller finished, another camper began a tale, and it was scarier.
4. In this story, a boy who didn't believe in ghosts agreed to stay in a haunted house overnight, and his friends couldn't talk him out of it.
5. After he had been in the house for an hour or so, he began to hear strange noises, but they didn't frighten him.
6. The camper who told the story added sound effects, for he knew how strange sounds scare people.
7. When he came to the "Boo!" at the end of the story, half of the campers jumped and screamed, and the rest laughed in relief.

### B. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

1. The governor chose the best people whom he could find for the committee; Mr. Dobbs was appointed committee chairman. \_\_\_\_\_
2. The shopping mall has a store that sells nothing but clocks. \_\_\_\_\_
3. The most valuable of the prizes was wrapped in tattered and dirty paper. \_\_\_\_\_
4. People who expect special treatment are often disappointed. \_\_\_\_\_
5. Kathy had planned to study for the test this morning, but she overslept. \_\_\_\_\_
6. What we learned about France made us eager to visit that country, but we don't save money quickly, so the trip will not come soon. \_\_\_\_\_
7. The family planned outdoor activities for every day of vacation; however, bad weather interfered with the plans. \_\_\_\_\_
8. Every summer my cousins and uncle go to the opening baseball game. \_\_\_\_\_

**Lesson  
5****Compound-Complex Sentences*****Application*****A. Identifying Kinds of Sentences**

Identify each sentence in the short ghost story below with **S** for simple, **CD** for compound, **CX** for complex, or **CD-CX** for compound-complex.

1. One evening, George was driving in thick fog, and he took a shortcut past the cemetery. \_\_\_\_\_
2. When he saw a young woman walking slowly along in the dark, he pulled over to offer her a ride. \_\_\_\_\_
3. A cold, damp wind came into the car with the young woman. \_\_\_\_\_
4. The hitchhiker rode silently until the car reached the boundary of the cemetery, and there she disappeared. \_\_\_\_\_

**B. Writing Different Kinds of Sentences**

Write compound-complex sentences by adding to the sentences in Exercise A according to the directions in parentheses.

1. (Locate the compound sentence in Exercise A. Add an adjective clause.)  
\_\_\_\_\_  
\_\_\_\_\_
2. (Locate the complex sentence in Exercise A. Add another independent clause that gives more detail about the young woman's response.)  
\_\_\_\_\_  
\_\_\_\_\_
3. (Locate the simple sentence in Exercise A. Add a complex sentence— independent clause plus an adjective, adverb, or noun clause—that tells George's reaction to the coldness.)  
\_\_\_\_\_  
\_\_\_\_\_
4. (Locate the compound-complex sentence in Exercise A. Replace either independent clause.)  
\_\_\_\_\_  
\_\_\_\_\_

**Lesson  
1**

# Agreement in Number

*Teaching*

A verb must agree with its subject in number. **Number** refers to whether a word is singular (naming one) or plural (naming more than one).

A singular subject takes a singular verb.

Jon enjoys adventure. (singular subject, singular verb)

A plural subject takes a plural verb.

Adventurous people enjoy travel. (plural subject, plural verb)

In a sentence with a verb phrase, the first helping verb must agree with the subject.

He has hiked the Grand Canyon, and they have gone white-water rafting.

The **contractions** *doesn't* and *don't* are short forms of *does not* and *do not*. Use *doesn't* with all singular subjects except *I* and *you*. Use *don't* with all plural subjects, *I*, and *you*.

Doesn't the Grand Canyon look beautiful?

Don't people ride donkeys or horses to the bottom of the Grand Canyon?

## Making Subjects and Verbs Agree in Number

In each sentence, underline the subject. Then underline the verb in parentheses that agrees with the subject.

- Volcanoes (erupts, erupt) in countries all over the world.
- Some people (watches, watch) volcanoes.
- They try to predict when a volcano (is, are) going to erupt.
- The watchers (warns, warn) the people who live nearby.
- The closest towns' residents (moves, move) to a safer area.
- A volcano watcher (has, have) an opportunity to save lives.
- In addition, watchers (gathers, gather) information for scientists.
- This activity (is, are) very dangerous.
- Some volcano watchers (is, are) killed at work.
- A watcher (has, have) to be extremely careful.

## B. Identifying Subjects and Verbs That Agree in Number

In each sentence, underline the subject and the verb. On the line following the sentence, write whether the two parts of the sentence **Agree** or **Disagree** in number.

- Juggling are not easy. \_\_\_\_\_
- The activity require a lot of practice. \_\_\_\_\_
- The world's best jugglers throw as many as ten balls. \_\_\_\_\_
- Jugglers uses balls, hoops, or clubs. \_\_\_\_\_
- Many performers include juggling in their acts. \_\_\_\_\_

# Agreement in Number

## More Practice

### A. Making Subjects and Verbs Agree in Number

On the line following each sentence, write the present tense form of the verb that agrees with the subject.

1. Mountain climbing (be) a sport of climbing to the summit of mountains. \_\_\_\_\_
2. People (climb) mountains for many reasons. \_\_\_\_\_
3. Climbing (appeal) to many people's sense of adventure. \_\_\_\_\_
4. Other people (be) attracted by the challenge of scaling difficult slopes. \_\_\_\_\_
5. A climber (need) extensive training. \_\_\_\_\_
6. A beginner (practice) on cliffs that are easier to climb. \_\_\_\_\_
7. Mountain climbers (keep) themselves in top physical condition. \_\_\_\_\_
8. A climber (learn) how to use specialized equipment. \_\_\_\_\_
9. Most climbing accidents (happen) to people who lack training and experience. \_\_\_\_\_
10. Otherwise, mountain climbing accidents (be) rare. \_\_\_\_\_

### B. Correcting Agreement Errors

In each sentence, underline the subject once and the verb twice. If the verb agrees with the subject, write **Correct** on the line to the right. If it does not agree, write the correct verb.

1. My mother bakes delicious apple pies. \_\_\_\_\_
2. Tim's sunburn feel painful. \_\_\_\_\_
3. The steak was as tough as shoe leather. \_\_\_\_\_
4. The band members practices every day. \_\_\_\_\_
5. In my garden, the first flowers has bloomed. \_\_\_\_\_
6. Every year, my aunt sends me interesting gifts. \_\_\_\_\_
7. I has never visited our state capital. \_\_\_\_\_
8. We enjoys watching the sunset at the beach. \_\_\_\_\_
9. Lisa and Heidi is co-editors of the school newspaper. \_\_\_\_\_
10. A kangaroo carry its young in a pouch. \_\_\_\_\_

**Lesson  
1**

# Agreement in Number

## Application

### A. Proofreading for Errors in Agreement

Underline the five verbs in this paragraph that do not agree with their subjects. On the lines below, write the numbers of the sentences in which you find agreement errors. After each sentence number, write the subject and the verb form that agrees with it.

(1) Astronauts risk their lives working in space. (2) The word *astronaut* comes from the Greek language. (3) The Greek words means *sailor among the stars*. (4) Pilot astronauts command the spacecraft. (5) Mission specialists conducts experiments. (6) All astronauts has been trained for weightlessness. (7) They experiences the near absence of gravity on large airplanes. (8) For about 30 seconds, they float weightlessly as the plane climbs and dives. (9) All the astronauts is asked to prove their physical and mental fitness. (10) For everyone who becomes an astronaut, the training process is a long one.

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### B. Making Subjects and Verb Agree in Writing

Choose one of the topics below and write a paragraph of at least four sentences about it. Use the present tense throughout. Make sure the subjects and verbs of all the sentences agree.

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A visit to a planetarium  
Life on other planets  
A trip to the moon  
Using a telescope

Living on a space station  
Walking in space  
Being weightless  
Why I want to be an astronaut

## Compound Subjects

### Teaching

A **compound subject** is made up of two or more simple subjects joined by a conjunction such as *and*, *or*, or *nor*.

**And** A compound subject whose subjects are joined by *and* usually takes a plural verb.

The radio **and** the CD player are both playing.

Sometimes a compound subject joined by *and* is used as a single unit and takes a singular verb.

Macaroni and cheese is one of my favorite meals.

**Or or Nor** When the parts of a compound subject are joined by *or* or *nor*, the verb should agree with the part closest to it.

**Neither** the speakers **nor** the music sounds clear.

**Either** a new CD player **or** better speakers are needed.

### Making Verbs Agree with Compound Subjects

In each sentence, underline each part of the compound subject. Underline twice the word joining the parts. Then underline the verb in parentheses that agrees with the subject.

1. The school's front door or side entrances (is, are) going to be open for tonight's orchestra program.
2. Neither the night buses nor the subway (go, goes) to the school.
3. My uncle or my grandparents (plan, plans) to drive me there on time.
4. The violin and cello (is, are) orchestra instruments.
5. Neither the violins nor my viola (was, were) in tune.
6. Strings and percussion (make, makes) an interesting combination.
7. Either Ms. Meade or her assistants (has, have) the programs.
8. The classroom clocks and my watch (disagrees, disagree).
9. Neither practice nor rehearsals (prepares, prepare) performers completely for a performance in front of an audience.
10. Either the music teachers or the principal (is, are) going to say something.
11. Musicians and parents (is, are) invited to a reception after the concert.
12. Either the first song or the last two pieces (is, are) my personal favorites.
13. Neither the musicians nor the conductor (is, are) tired yet.
14. The parents and relatives (are, is) applauding loudest.
15. Either the trumpeters or the tuba player (leaves, leave) the stage last.
16. Students and teachers (is, are) already anticipating next year's concert.

**Lesson  
2**

# Compound Subjects

## More Practice

### A. Making Verbs Agree with Compound Subjects

In each sentence, underline each part of the compound subject. Underline twice the word joining the parts. Then underline the verb in parentheses that agrees with the subject.

1. Either the jugglers or the magician (perform, performs) next.
2. Neither the brownies nor the pie (taste, tastes) good.
3. The Baileys and Lees (is, are) neighbors.
4. Either the early Greeks or mythology (is, are) a good topic for your research paper.
5. Neither scary movies nor the dark (frighten, frightens) me.
6. Both the Scouts and their leader (know, knows) the way to the campsite.
7. Neither the bread nor the bananas (is, are) on sale this week.
8. Both the index and the glossary (is, are) in the back of the book.
9. The librarian or the science teachers (help, helps) me find books for my project.
10. Neither my brothers nor my father (like, likes) mushroom pizza.

### B. Using the Correct Verb with a Compound Subject

Choose and write the correct form of the given verb.

1. Either some dogs or a raccoon (have, has) raided the garbage. \_\_\_\_\_
2. Both ocean liners and lake vessels (dock, docks) here. \_\_\_\_\_
3. Neither Illinois nor Indiana (have, has) mountain ranges. \_\_\_\_\_
4. Neither the tent nor the sleeping bags (arrive, arrives) until later in the week. \_\_\_\_\_
5. The orchestra and the band (are, is) playing together at the assembly. \_\_\_\_\_
6. Either the coach or the co-captains (call, calls) time. \_\_\_\_\_
7. Neither the players nor the coach (have, has) left the locker room yet. \_\_\_\_\_
8. Both beagles and basset hounds (howl, howls) a lot. \_\_\_\_\_
9. Either the first violinist or the teacher (play, plays) that part. \_\_\_\_\_
10. Neither the crew members nor the pilot (were, was) injured. \_\_\_\_\_



# Compound Subjects

## Application

### A. Correcting Errors in Agreement

Find the mistakes in the paragraph. For each sentence, write the correct present tense verb to agree with the compound subject. If the verb does agree, write

**Correct.**

(1) Several students and our music teacher is forming a new jazz band.  
(2) Neither the students nor Mr. Blaine has much time for practice. (3) But for us, neither orchestra music nor band tunes is totally satisfying. (4) Our trumpeter and the drummer has played in jazz bands before. (5) Either Mr. Blaine or the two experienced jazz players has selected the other members of the group.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### B. Using the Correct Verb with Compound Subjects

Write a sentence using each compound subject given and a verb in the present tense. Add words to the given subject as needed for the sense of the sentence.

1. The conductor and the musicians \_\_\_\_\_  
\_\_\_\_\_
2. Either the newspaper or the television announcers \_\_\_\_\_  
\_\_\_\_\_
3. Neither the ice nor the snowdrifts \_\_\_\_\_  
\_\_\_\_\_
4. A parrot or a turtle \_\_\_\_\_  
\_\_\_\_\_
5. The players and their coach \_\_\_\_\_  
\_\_\_\_\_
6. Neither the school bus nor the teachers' cars \_\_\_\_\_  
\_\_\_\_\_

Lesson  
3**Agreement Problems in Sentences***Teaching*

**Subjects in Unusual Positions** In some sentences, unusual word order makes the subject hard to find. When a sentence is the form of a question, begins with a phrase, or begins with *here* or *there*, reorder the words, putting the subject before the verb to decide whether the verb should be singular or plural.

**Question:** Is that book interesting?  
That book is interesting.

**Here and There:** Here are the new magazines.  
The new magazines are here.

**Beginning phrase:** In the library are meeting rooms.  
Meeting rooms are in the library.

**Predicate Nouns** A predicate noun follows a linking verb and describes the subject. The verb must agree with the subject, not the predicate noun.

My favorite reading material is mysteries.  
Mysteries are my favorite reading material.

**Prepositional Phrases** The subject of a verb is never part of a prepositional phrase. Mentally block out any words between the subject and verb. Make the verb agree with the subject.

Books about baseball entertain fans. (plural subject and verb)  
Baseball on the field or in books entertains fans. (singular subject and verb)

**Making Subjects and Verbs Agree**

Underline the subject of each sentence. Then underline the verb that agrees with the subject.

- Here (is, are) the latest issue of the newsletter.
- One pleasant result of the production number (was, were) demands for encores.
- The cause of most earthquakes (is, are) the release of stress along a fault.
- There (was, were) several clowns in the little car.
- In the line (stand, stands) the patient ticket buyers.
- Assignments from that teacher (is, are) always challenging.
- (Is, Are) the children's petting zoo nearby?
- The program about great moments in the 1990s (repeat, repeats) tonight.
- Many hearing problems (is, are) a product of constant, loud noise.
- There (is, are) two letters for you.
- (Do, Does) that dog have a collar and tag?
- The list of names of winners (is, are) being read now.
- Into the pool (jump, jumps) the hot children.
- Where (is, are) your new puppy?

# Agreement Problems in Sentences

*More Practice*

## A. Making Subjects and Verbs Agree

Underline the subject. Then underline the verb that agrees with the subject.

1. The edges of the playing field (was, were) rimmed with ice.
2. The nurses at Dr. Stone's office always (seems, seem) pleasant.
3. There (wasn't, weren't) enough dictionaries for the whole class.
4. (Does, Do) voices sound different on a tape recording?
5. Here (is, are) the diamonds that our baseball teams always use.
6. From this potion (rises, rise) strange vapors.
7. Where (is, are) the boxes of cereal in this store?
8. All the nations along this line (pays, pay) close attention to seismologists' reports.
9. Why (doesn't, don't) Leslie join the group at the campground?
10. Under the bed (hides, hide) my timid kittens.

## B. Correcting Agreement in Number

In each of these sentences, decide whether the verb agrees with the subject. If it does, write **Correct** on the line. If it does not, write the correct form of the verb on the line.

1. Were that baby-sitter willing to take care of four children? \_\_\_\_\_
2. There was left-overs from the faculty luncheon. \_\_\_\_\_
3. Here is the box of paper clips you need. \_\_\_\_\_
4. Antique cars like the Model A costs thousands of dollars. \_\_\_\_\_
5. Don't Uncle Matt write interesting letters? \_\_\_\_\_
6. Where is the Seven Wonders of the World? \_\_\_\_\_
7. Into the swamp slide the crocodiles. \_\_\_\_\_
8. The number of accidents on this road have been increasing. \_\_\_\_\_
9. Do the newspaper list all the cable stations? \_\_\_\_\_
10. There is not enough volunteers at the shelter. \_\_\_\_\_
11. The artwork on the gallery walls are priceless. \_\_\_\_\_
12. Here is the cause of our problems. \_\_\_\_\_

Lesson  
3**Agreement Problems in Sentences***Application***A. Correcting Agreement in Number**

Underline the subject and verb of each numbered sentence. If there is an agreement error, write the subject and the correct form of the verb on the lines below. If the subject and verb agree, write **Correct**.

(1) In our attic lies numerous old treasures. (2) One box of chipped dishes are not worth much in cash. (3) However, the worth of that box is the memories it holds for my mother. (4) Shelves at one end of the attic holds all our old dolls and games. (5) Don't everyone want to save souvenirs of all kinds?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**B. Making Subjects and Verbs Agree**

In each sentence beginning below, underline the word that should be used as the simple subject in a sentence. Then supply a complete predicate, including a verb of your choice, to complete the sentence. Make sure your verb agrees with the underlined subject.

**EXAMPLE** The waves on the shore *wash away our footprints.*

1. A band without trumpet players

\_\_\_\_\_

2. The captain of the basketball team

\_\_\_\_\_

3. The stores at the intersection

\_\_\_\_\_

4. That ship beyond the rocks

\_\_\_\_\_

5. The members of the crew

\_\_\_\_\_

# Indefinite Pronouns as Subjects

*Teaching*

An **indefinite pronoun** does not refer to a definite, or specific, person, place, thing, or idea.

When used as subjects, some indefinite pronouns are always singular. Others are always plural. Others can be singular or plural depending on how they are used.

**Indefinite Pronouns**

|                           |          |           |            |          |           |
|---------------------------|----------|-----------|------------|----------|-----------|
| <b>Always Singular</b>    | another  | each      | everything | nothing  | something |
|                           | anybody  | either    | neither    | one      |           |
|                           | anyone   | everybody | nobody     | somebody |           |
|                           | anything | everyone  | no one     | someone  |           |
| <b>Always Plural</b>      | both     | few       | many       | several  |           |
| <b>Singular or Plural</b> | all      | any       | most       | none     | some      |

Singular indefinite pronouns take singular verbs.

Each of the phones was ringing.

Plural indefinite pronouns take plural verbs.

A few of the calls were wrong numbers.

*All, any, most, none, and some* can be singular or plural. If the pronoun refers to a single person or thing, it takes a singular verb. If it refers to more than one person or thing, it takes a plural verb.

Most of these **dates** are correct. (The *dates* are considered as individuals.)

Most of the **information** is correct. (*Information* is considered as one quantity.)

## Making Indefinite Pronouns and Verbs Agree

In each item, underline the indefinite pronoun used as the subject. If the pronoun changes number according to the noun it refers to, also underline that noun. Then find the verb. If the verb agrees with the subject, write **Correct**. If not, write the correct verb form.

**EXAMPLE** None of the callers was ready to sign up. *were*

- None of the students is absent. \_\_\_\_\_
- Each of the parents send care packages during the two weeks. \_\_\_\_\_
- Nobody is going into the water in this high wind. \_\_\_\_\_
- Some of the milk have turned sour. \_\_\_\_\_
- Both of the twins go to summer camp. \_\_\_\_\_
- Everyone wants to be a winner. \_\_\_\_\_
- Most of the team members get a team picture. \_\_\_\_\_
- Someone were supposed to bring the net. \_\_\_\_\_
- Several of the girls has made the all-star team. \_\_\_\_\_
- Most of the children has brought lunches. \_\_\_\_\_

**Lesson  
4**

# Indefinite Pronouns as Subjects

## More Practice

### A. Making Verbs Agree with Indefinite Pronoun Subjects

In each sentence, underline the indefinite pronoun used as subject. If the pronoun changes number according to the noun it refers to, underline that noun. Then find the verb. If the verb agrees with the subject, write **Correct**. If not, write the correct verb form.

1. Several of the campers has arrived early. \_\_\_\_\_
2. Most of the neighbors was away on vacation. \_\_\_\_\_
3. Someone are dropping off campers in the parking lot now. \_\_\_\_\_
4. Somebody was trying to leave a message. \_\_\_\_\_
5. Was any of Brianna's classmates going to camp? \_\_\_\_\_
6. One of the girls have become ill. \_\_\_\_\_
7. Nobody like to be left out. \_\_\_\_\_
8. A few of the counselors has brought snacks. \_\_\_\_\_
9. Both of my best friends were unable to attend. \_\_\_\_\_
10. Several of Josh's friends is enrolled in computer camps. \_\_\_\_\_

### B. Using Verbs with Indefinite Pronoun Subjects

Write each numbered sentence on the appropriate line, using the correct present tense form of the verb.

(1) Most of this troop's members (want) to become Eagle Scouts in a few years. (2) Some of the boys (plan) ahead. For example, Jacob keeps track of all the badges he needs to earn. (3) Some of the work he does for his badges (be) helpful in his studies. (4) All of his free time (be) devoted to his service project. (5) None of his relatives (have) ever become Eagle Scouts.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Indefinite Pronouns as Subjects***Application***A. Checking Agreement of Verbs with Indefinite-Pronoun Subjects**

Proofread this paragraph for errors in subject-verb agreement. Underline any verb that does not agree with the indefinite pronoun used as its subject. On the lines below, write the number of each sentence that has an error and rewrite the sentence correctly.

Jonathan's main summer activity is soccer camp. **(1)** Most of the boys and girls of Jonathan's age is in the advanced group. **(2)** Some of the motivation for the boys is to be better than the girls. **(3)** In fact, one of the girls are better than all of the boys. **(4)** Everybody play 20 minutes of every 40-minute game. **(5)** Several of the camp participants disagree with this policy. **(6)** However, none of the responses from the coaches suggest the policy will change.

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**B. Using Verbs Correctly with Indefinite Pronouns as Subjects**

In each sentence beginning below, underline the word that should be used as the simple subject in a sentence. Then supply a complete predicate, including a present-tense verb of your choice. Make sure your verb agrees with the underlined subject.

**EXAMPLE** Some of the certificates *have not been signed*.

1. Most of the day
2. All of the soccer players
3. None of the pizza
4. Both of the goalies
5. Everyone in the stands
6. One of the coaches
7. Each of the parents
8. Most of the ceremony

Lesson  
5

## Problem Subjects

## Teaching

The following guidelines can help you decide whether the subject in a sentence is singular or plural.

**Collective Nouns** A collective noun names a group of people or things. Examples include *group*, *team*, *family*, *class*, and *majority*. When the members act together, the collective noun takes a singular verb. When they act as individuals, it takes a plural verb.

Next week, the club publishes its final report to the school. (acting together)

The club are completing their research projects. (acting as individuals)

**Nouns Plural in Form** Some nouns ending in *-s* or *-ics* appear to be plural but are considered singular. As subjects, these nouns take singular verbs. Examples include *news*, *measles*, *mathematics*, *mumps*, *civics*, *physics*, *acoustics*, and *molasses*.

Mathematics has many fields of study, including geometry and algebra.

**Titles** Titles of works of art, literature, or music are singular.

The Frogs is a play usually presented in swimming pools.

**Measures and Amounts** Words and phrases that identify weights, measures, numbers, and time are usually considered singular. Fractions are considered singular or plural depending on whether the subject is thought of as a whole or as separate objects.

Two ounces of the spice costs more than I want to spend. (singular)

Four hours is required for developing the film. (singular)

Only two-fifths of the packages have been delivered. (plural)

## Using Verbs That Agree with Problem Subjects

In each sentence, underline the subject and the form of the verb that agrees with it.

1. The lacrosse team (has, have) won the championship.
2. The parents' committee (has, have) been unable to agree on award winners.
3. *The Fantasticks* (is, are) the play that the drama club is performing.
4. Three dollars (are, is) the price of a raffle ticket.
5. A majority (have, has) voted for Benjamin, who is now the school president.
6. The honors club (is, are) offering free tutoring to the students.
7. Five inches of snow (are, is) enough for the school to close for the day.
8. Acoustics (are, is) the study of sound.
9. "Four days (are, is) plenty of warning for a test," replied the teacher.
10. Two-thirds of the students (is, are) part of an athletic team.
11. Thirty dollars (is, are) the price for the team sweatshirt.
12. "Two-fourths of any amount (equal, equals) one-half of it," answered the student.
13. The art class (meets, meet) only once a week.
14. *Around the World in 80 Days* (is, are) the book that the literature class is reading.
15. Economics (is, are) not a popular class for many high school students.



## Problem Subjects

### More Practice

### A. Using Verbs That Agree with Problem Subjects

In each sentence, underline the verb that agrees in number with the subject.

1. One-half of the students (are, is) participating in extracurricular activities.
2. Physics (is, are) offered only to high school juniors and seniors.
3. Three dollars (has, have) for years been the price for a school lunch.
4. The soccer team (practices, practice) every other day.
5. *The Planets* (are, is) the first work on today's orchestra program.
6. The group (argue, argues) about extending the school day.
7. Six years (was, were) a long time to wait for a championship title.
8. Three-fourths of our time (was, were) spent in choosing a name for the yearbook.
9. Athletics (is, are) an important part of the extracurricular activities at the school.
10. The troop (meet, meets) every Tuesday night to discuss upcoming events.

### B. Correcting Subject-Verb Agreement

If the verb agrees with its subject, write **Correct** on the line. If it disagrees, write the correct form of the verb.

1. The war news were not good. \_\_\_\_\_
2. The hard-working staff deserves their days off. \_\_\_\_\_
3. *Circular Forms* was painted by Robert Delaunay. \_\_\_\_\_
4. The jury has delivered its opinion. \_\_\_\_\_
5. Slightly over 26 miles are run by every successful marathon runner. \_\_\_\_\_
6. Economics deals with the production and use of goods and services. \_\_\_\_\_
7. Two-thirds of the milk were spoiled by morning. \_\_\_\_\_
8. One-half of the marbles have fallen off the table. \_\_\_\_\_
9. The class have voted unanimously for Cheryl. \_\_\_\_\_
10. "We Three Kings" are a traditional holiday carol. \_\_\_\_\_

Lesson  
5**Problem Subjects***Application***A. Proofreading for Subject-Verb Agreement**

Proofread this paragraph for errors in subject-verb agreement. Draw a line through each incorrect verb. Then draw this proofreading symbol ✎ next to the word and write the correction above the error.

The school orchestra are holding a performance this week at the local music center. Five dollars are the price of the tickets for students, and seven dollars are the price for nonstudents. We are hoping that a large audience turn out for the show. The orchestra is performing a variety of songs. *The Pines of Rome* are to be played, for example. The audience are going to be encouraged to sing along with popular songs on the program. Two-thirds of the profit from the performance are to be spent on new sheet music.

**B. Writing Sentences**

Complete each of these sentences by adding a verb in the present or present progressive tense that agrees with the subject and any other needed words.

**EXAMPLE** Three-fourths of the pudding *has been eaten already*.

1. The debate club \_\_\_\_\_  
\_\_\_\_\_
2. Two-fifths of these magazines \_\_\_\_\_  
\_\_\_\_\_
3. "The Three Little Pigs" \_\_\_\_\_  
\_\_\_\_\_
4. Six pounds \_\_\_\_\_  
\_\_\_\_\_
5. Mathematics \_\_\_\_\_  
\_\_\_\_\_

Lesson  
1**People and Cultures****Teaching**

Follow these rules of capitalization:

- Capitalize people's names and initials.  
Lyndon B. Johnson      Ulysses S. Grant
- Capitalize titles and the abbreviations of titles used before names or in direct address. Capitalize the abbreviations of some titles when they follow a name.  
Colonel Blake      Dr. Jane Elway      Hello, Professor      Luis Hernandez, M.D.
- Capitalize titles of heads of state, royalty, or nobility only when they are used with a person's name or in place of a person's name. Do not capitalize titles when they are used without a proper name.  
Sir Walter Raleigh      The Prince of Wales visited the United States.  
The queen wore a crown.
- Capitalize the titles indicating family relationships only when the titles are used as names or parts of names. Do not capitalize a family name when it follows the person's name or is used without a proper name.  
Aunt Vicky      Grandma Ellen      My uncle      Ellen, our aunt.
- Always capitalize the pronoun *I*.
- Capitalize the names of religions, sacred days, sacred writings, and deities. Do not capitalize the words *god* or *goddess* when they refer to a group of deities, as in ancient mythology.  
Christianity      Kwanza      the Book of Genesis      Allah
- Capitalize the names of nationalities, languages, races, and some ethnic groups, and the adjectives formed from these names.  
the French      Portuguese      Caucasian      Polish      German sausage

**Capitalizing Names of People and Cultures**

Underline the words that should be capitalized in each of the following sentences.

1. My sister and I love thai food.
2. Can I have another piece of that delicious french bread?
3. This book is about aztec pyramids.
4. The hindu god shiva is the patron of dancers.
5. In 1979, prime minister margaret thatcher was elected.
6. According to a greek myth, the god zeus was the father of hercules.
7. The new professor at the college is dr. jeffrey a. long
8. For his bar mitzvah, my cousin joel memorized a passage from the torah.
9. The duke of marlborough was an ancestor of sir winston churchill.
10. When grandpa joe comes to visit, he tells us stories about when he was in the army with colonel jack s. anderson.

**Lesson  
1****People and Cultures****More Practice****A. Capitalizing Names**

Underline the letters that should be capitals in each of the following sentences. If the sentence is already correct, write **Correct**.

1. We read a short story by e. b. white. \_\_\_\_\_
2. The opening address was given by senator nancy holland. \_\_\_\_\_
3. Can ms. nold arrange an appointment with rev. thomas? \_\_\_\_\_
4. My new french teacher is canadian. \_\_\_\_\_
5. The principal invited capt. williams to speak at the assembly. \_\_\_\_\_
6. My father and uncle henry both enjoy books written by martin prescott, ph.d. \_\_\_\_\_
7. My brother and I saw grandpa victor downtown. \_\_\_\_\_
8. Several times a day, muslims pray to allah. \_\_\_\_\_
9. Ask mom if dad is ready to pack the camper. \_\_\_\_\_
10. In norse mythology, the god odin is ruler over the other gods, and his son is thor. \_\_\_\_\_
11. Romans often gave new names to the gods of greek mythology. \_\_\_\_\_
12. In greek mythology, the god of war was named ares; in roman mythology, the god of war's name was mars. \_\_\_\_\_

**B. Capitalizing Correctly**

Underline each word that should be capitalized in the following paragraph. Not every sentence has a word that need to be capitalized.

(1) John jay was an early american statesman. (2) He was the president of the Continental Congress from December 1778 until September 1779. (3) He then became the american ambassador to Spain. (4) He was acquainted with general george washington. (5) In 1789, president george washington appointed jay the first chief justice of the Supreme Court. (6) In 1794, chief justice jay traveled to England and negotiated a treaty with the english government. (7) He resigned as chief justice when he was elected governor john jay of New York. (8) As a diplomat, patriot, and chief justice, john jay played an important role in early american history.

## People and Cultures

## Application

## A. Proofreading

Proofread the following first draft of a report. Look especially for errors in capitalization. Draw three lines under each letter that should be capitalized.

**EXAMPLE** William howard taft was an american politician.

Many young people dream of being the president of the United States. Instead, William Howard Taft wanted to be a justice of the U.S. Supreme Court. On the way to reaching his goal, Taft served as the U.S. president from 1909 to 1913. During his presidency, Admiral Robert Peary became the first person to reach the North Pole. The Norwegian explorer Roald Amundsen led an expedition to the South Pole. The Chinese Republic was founded. The English ship *Titanic* sank in the Atlantic Ocean. Although these were exciting times, President Taft was not happy. When he left the White House, he announced, "I'm glad to be going." Eight years later, President Warren G. Harding appointed Taft Chief Justice of the Supreme Court. Chief Justice Taft considered this office to be a greater honor than being president of the United States.

## B. Writing with Capital Letters

Suppose it was your job to introduce a panel of speakers to an audience. You would need to announce each speaker's name and tell a little about him or her. Write an introduction for an imaginary panel of four speakers. Be sure to capitalize all the names and titles correctly.

[illegible]

**Lesson  
2**

# First Words and Titles

## Teaching

Capitalize these words:

- the first word of every sentence
- the first word of every line of traditional poetry
- the first word of a direct quotation if it is a complete sentence (Do not capitalize the first word of the second part of a divided quotation unless it starts a new sentence.)

“My favorite book is *Where the Red Fern Grows*,” said Lesley.

“We just bought,” exclaimed Owen, “two tickets to see *The Miser* next week.”

- the first word of each item in an outline and letters that introduce major subsections

### I. Types of literature

#### A. Drama

##### 1. Comedy

##### 2. Tragedy

- the first word in the greeting of a letter and the first word in the closing
- the first word, the last word, and all other important words in titles (don’t capitalize articles, conjunctions, or prepositions of fewer than five letters.)

## Capitalizing First Words and Titles

Underline the words that should be capitalized in each of the following items.

1. “i like,” Luther commented, “reading a play before I go to see it.”
2. each year, we read several plays in our English class.
3. this year we will read and then see a live performance of *macbeth* by William Shakespeare.
4. dear Lynette,  
The Festival Playhouse is pleased to announce that you have been selected to play Juliet in our upcoming performance of *romeo and juliet*. Congratulations.  
sincerely,  
Cleo Wilson, President, Festival Playhouse
5. Aisha said, “my favorite playwright is Tennessee Williams, who wrote *the glass menagerie*.”
6. “many plays,” Mrs. Richardson explained, “have been turned into successful musicals, such as *pygmalion*, which is better known as *my fair lady*.”
7. I. drama
  - a. elements of drama
    1. plot
    2. character

**First Words and Titles****More Practice****A. Capitalizing First Words and Titles**

In the following sentences underline the words that should be capitalized but are not. If the sentence contains no capitalization errors, write **Correct** on the line.

1. "Watch out!" warned the mine inspector. "the cable has snapped!" \_\_\_\_\_
2. In *julius caesar*, Mark Antony says, "friends, Romans, countrymen, lend me your ears." \_\_\_\_\_
3. "I think," said the doctor, "that you need a good rest." \_\_\_\_\_
4. the sun that brief December day  
rose cheerless over hills of gray  
John Greenleaf Whittier \_\_\_\_\_
5. we read the poem "a certain slant of light" by Emily Dickinson. \_\_\_\_\_
6. natalie sang "the star-spangled banner" before the kickoff. \_\_\_\_\_
7. ralph can play "down in the valley" and "the yellow rose of Texas" on the guitar. \_\_\_\_\_
8. "did you hear," Ida asked, "our classmate Brian playing the piano at the talent show?" \_\_\_\_\_
9. all students of American government should read *the federalist papers*. \_\_\_\_\_
10. "many paintings," our art teacher told us, "are based on stories from Greek mythology, such as the story of Icarus and his wax wings." \_\_\_\_\_

**B. Capitalizing First Words in Outlines**

Underline each letter that should be capitalized in the following outline.

Works of Edgar Allan Poe

- I. poems
  - a. "annabel lee"
  - b. "the raven"
- II. tales of horror
  - a. "the pit and the pendulum"
  - b. "the masque of the red death"
  - c. "the fall of the house of usher"

**Lesson  
2****First Words and Titles****Application****A. Writing a Conversation**

Continue the conversation of two people coming out of a theater. The speakers have seen an award-winning movie, but they have differing opinions about it. Have the two speakers compare this movie (you can decide which movie) with other movies they have seen. Include at least two other titles. Be sure to capitalize the quotations and titles correctly.

"I can see why that movie got the award," said Glenn. "It was one of the best movies I've ever seen."

"Well, I didn't think it was that good," replied Gina. "In fact, I can name at least two films I liked better. One of them should have gotten the award."

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**B. Writing an Outline Using Capital Letters Correctly**

Read the following brief report. Then write a short outline for it on the lines below. Be sure to capitalize correctly.

Laura Ingalls Wilder was born in Wisconsin in 1867. Her family moved around, and she grew up living on the American frontier. In 1885 she married farmer Almanzo Wilder. They survived through some hardships and eventually settled in Missouri.

Many years later, at the urgings of her daughter, Wilder began to write about her childhood. Her books became known as the Little House series, beginning with *Little House in the Big Woods*. The books, including *Little House on the Prairie* and *On the Banks of Plum Creek*, were loosely based on her family's westward travels. For her work she won five Newbery Medals and received the first Laura Ingalls Wilder Award.

The Life of Laura Ingalls Wilder

**I. Early life**


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**II. Later life**


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# Places and Transportation

Teaching

Follow these rules of capitalization:

- In geographical names, capitalize each word except articles and prepositions. Geographical names include the names of continents (*Antarctica*), bodies of water (*Danube River*), islands (*Philippines*), mountains (*Ural Mountains*), other land forms (*Devil's Tower*), world regions (*Far East*), nations (*Russia*), states (*Georgia*), cities (*Atlanta*), and streets (*Peach Street*).
- Capitalize the names of planets and other specific objects in the universe. Do not capitalize *sun* and *moon* or *earth* when it is preceded by *the*.

Mercury      Andromeda Galaxy      Halley's Comet

- Capitalize the words *north*, *south*, *east*, and *west* when they name particular regions of the country or world, or when they are parts of proper names. Do not capitalize words that indicate general directions or locations.

South Carolina      The bus turned west on Main Avenue.

- Capitalize the names of specific buildings, bridges, monuments, and other landmarks.

Statue of Liberty      Grand Central Station

- Capitalize the names of specific airplanes, trains, ships, cars, and spacecraft.

Maine      Challenger

## Capitalizing Names and Places

Underline the words that should be capitalized in each of the following sentences.

If the item is capitalized correctly, write **Correct** on the line.

1. If space travel were possible, I would surely visit mars. \_\_\_\_\_
2. The taj mahal in india must be a wondrous sight. \_\_\_\_\_
3. When we went to boston, massachusetts, last month, I enjoyed seeing the *u.s.s. constitution*. \_\_\_\_\_
4. Can you name two countries in southeast asia? \_\_\_\_\_
5. My grandmother has never left her home state, Texas. \_\_\_\_\_
6. One continent no one in my family has visited yet is africa. \_\_\_\_\_
7. The tower bridge in london crosses the thames river. \_\_\_\_\_
8. Wouldn't it be exciting to walk along the great wall of china? \_\_\_\_\_
9. Because the dead sea is so salty, it is easy to float in it. \_\_\_\_\_
10. If you travel west from st. louis, you will eventually reach the rocky mountains. \_\_\_\_\_

Lesson  
3**Places and Transportation****More Practice****A. Recognizing Words That Need Capitalization**

Underline the words that should be capitalized in each of the following sentences.  
If the item is capitalized correctly, write **Correct** on the line.

1. When visiting san francisco, don't miss golden gate park. \_\_\_\_\_
2. The mormon trail began in nauvoo, illinois, and ended in salt lake city. \_\_\_\_\_
3. Will the northwest tollway take us to lake geneva? \_\_\_\_\_
4. As we headed southeast, we saw the western edge of the alleghenies. \_\_\_\_\_
5. Charles Lindbergh flew the *spirit of st. louis* across the atlantic ocean to paris. \_\_\_\_\_
6. Explorer David Livingstone named victoria falls, which is on the zambezi river. \_\_\_\_\_
7. On the west side of the Capitol is the National Mall. \_\_\_\_\_
8. Napoleon Bonaparte was exiled to saint helena, a small island in the south atlantic ocean. \_\_\_\_\_

**B. Capitalizing Names of Places**

Write the words that should be capitalized in each sentence.

1. Lewis and Clark explored the louisiana territory, traveling west from st. louis.  
\_\_\_\_\_
2. The statue of liberty was a present given to the united states by france.  
\_\_\_\_\_
3. The second largest city in russia is st. petersburg, which is located by the gulf of finland.  
\_\_\_\_\_
4. In B.C. 239, the appearance of halley's comet was recorded in china.  
\_\_\_\_\_
5. In florida, I'd like to see cape canaveral, where the *freedom 7* spacecraft was launched.  
\_\_\_\_\_
6. Before the fall of the berlin wall, berlin was divided into east berlin and west berlin.  
\_\_\_\_\_

## Places and Transportation

## Application

## A. Capitalizing Names of Places

Underline the words that should be capitalized in the following paragraph.

Come with me to new orleans. This exciting city is located in the southeast corner of louisiana on the mississippi river. It was founded by the French in 1718 and was named for a regent of france. Probably the most well-known area of the city is the french quarter. In the center of the french quarter is jackson square, where you can see a statue of Andrew Jackson on horseback. Jackson defended new orleans during the War of 1812. jackson square is surrounded by the saint louis cathedral and two former government buildings, the cabildo and the presbytière. The french market, a building with many shops, is east of the square on decatur street. The ursuline convent, thought to be the oldest building in the mississippi valley, stands on nearby chartres street. Many people flock to bourbon street to hear jazz and see its famous French and Spanish architecture.

## B. Using Capital Letters in Writing

Write a paragraph about a vacation or trip you have gone on or would like to go on. In a short paragraph, name and describe at least four places—natural features, states, bodies of water, streets, or landmarks—that you saw or would like to see on your trip. Be sure to capitalize their names correctly.

[illegible]

**Lesson  
4****Organizations and Other Subjects****Teaching**

Use capital letters for the following:

- all important words in names of organizations, institutions, stores, and companies  
Franklin Historical Association      Danville Middle School
- the abbreviations of organizations, businesses, and institutions by using the initial letters of the complete name (Notice that these abbreviations do not usually take periods.)  
ASPCA (American Society for the Prevention of Cruelty to Animals)
- names of historical events, periods, and documents  
Spanish-American War      Middle Ages      U.S. Constitution
- the abbreviations B.C., A.D., A.M. and P.M.
- names of months, days, and holidays but not the names of seasons except when used as part of a festival or celebration  
Tuesday, May 5      Memorial Day      Fall Concert
- names of school subjects only when they refer to language courses, when the subject is followed by a course number, or when it contains a proper adjective (Capitalize the word *freshman*, *sophomore*, *junior*, or *senior* when it is used as a proper noun.)  
English Chemistry II      Senior Awards Ceremony
- names of special events and awards  
Pumpkin Festival      Pulitzer Prize
- brand names of products but not a common noun that follows a brand name  
Sleepytime slippers

**Identifying Correct Capitalization**

Underline the words or letters that should be capitalized in each of the following sentences.

1. The lee high school senior class is preparing a time capsule to be buried on new year's day.
2. The winter festival celebration is being organized by the senior class council.
3. The time capsule burial will be sponsored by super grocer's mart.
4. The history class is donating a newspaper about the end of the cold war.
5. The french class suggests adding an audio tape with their voices recorded on it.
6. Should we add items related to radio or TV, such as articles about npr or the bbc?
7. Maybe we'll add popular products such as flower shampoo and chocofun cereal.
8. One freshman will be selected to sing the lee high's school song when the ceremony begins on january 1 at 9:30 a.m.
9. Perhaps the time capsule will stay buried until 3000 a.d. or later.

## Organizations and Other Subjects

*More Practice*

### A. Capitalizing Names of Organizations and Other Subjects

Underline each letter that should be capitalized in the following sentences.

1. The battle of waterloo was fought on june 18, 1815.
2. The spring concert will take place on april 16.
3. My sister will enroll at the university of california at davis in the fall.
4. Volunteers from the variety club gave presents to the children.
5. During the middle ages, plagues caused many deaths.
6. Doctor Paglia performs surgery at northwestern memorial hospital.
7. Don't forget to buy me a wonder marker to use for my poster display.
8. The first ten amendments to the constitution are called the bill of rights.
9. Do you know when the treaty of versailles was signed?
10. I hope to be placed in the honors english class and algebra 2 next year.

### B. Capitalizing Correctly

Rewrite every sentence that contains a capitalization error. If a sentence is capitalized correctly, write **Correct** on the line.

1. The actress on this television show deserves an award for her work.

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2. somerville plastics company is known as spc.

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3. Representatives of 50 nations met in 1945 to draft the united nations charter.

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4. My grandparents flew to Florida on sunshine airlines.

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5. The senior class will choose five seniors to receive special awards.

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6. For halloween, my art class always enters the Midville pumpkin decorating contest.

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7. Mount Vesuvius erupted in a.d. 79, completely burying a thriving city.

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Lesson  
4**Organizations and Other Subjects***Application***A. Proofreading for Capitalization Errors**

Jackson Middle School has been working on creating a time capsule. For the past few weeks, students and faculty have been suggesting what to include in it. Read the following speech given at the final ceremony before they bury the capsule. Draw three lines under any letters that should be capitalized but are not.

**EXAMPLE** Welcome to this year's time capsule burial ceremony.

Jackson middle school is thrilled to see so many people here this memorial day. Our school has worked tirelessly with students, faculty, and the sga to choose the items to go into our capsule. The capsule now contains current newspapers, CDs, and photographs of the school, as well as the popular shannon's trading cards and lifestep shoes. We heartily thank the fine folks at shane's place for donating some current clothing items, namely jeans, sneakers, and dresses, to be included in the capsule. We have also included the essay written by the winner of the jackson literature award, Shania Byfield. Shania wrote her predictions for the world in a.d. 2100, when the capsule will be opened. Okay, digmaster construction company, start the digging!

**B. Using Capitalization in Writing**

Write sentences that combine names from any two categories listed below. First tell the categories you have chosen. Then write your sentence.

|                    |              |             |                    |                   |
|--------------------|--------------|-------------|--------------------|-------------------|
| organizations      | institutions | stores      | companies          | historical events |
| historical periods | documents    | days        | months             | holidays          |
| events             | awards       | brand names | time abbreviations |                   |

**EXAMPLE** I am combining *documents* and *historical periods*.  
*The treaty of Versailles ended World War I.*

1. I am combining \_\_\_\_\_ and \_\_\_\_\_.

Sentence: \_\_\_\_\_

2. I am combining \_\_\_\_\_ and \_\_\_\_\_.

Sentence: \_\_\_\_\_

3. I am combining \_\_\_\_\_ and \_\_\_\_\_.

Sentence: \_\_\_\_\_

4. I am combining \_\_\_\_\_ and \_\_\_\_\_.

Sentence: \_\_\_\_\_

5. I am combining \_\_\_\_\_ and \_\_\_\_\_.

Sentence: \_\_\_\_\_

Lesson  
1

# Periods and Other End Marks

*Teaching*

The three end marks are the period, question mark, and exclamation point. They are used to indicate the end of a sentence.

**Periods** Use a period at the end of a **declarative sentence**. A declarative sentence makes a statement.

Last year we vacationed in Wisconsin.

Use a period at the end of almost every **imperative sentence**. An imperative sentence gives a command. If a command expresses excitement or emotion, it ends with an exclamation point.

Tell me about your trip. Don't leave out a thing!

Use a period at the end of an **indirect question**. An indirect question reports what a person asked without using the person's exact words.

Thomas asked what happened.

Use a period after an **abbreviation** or an **initial**, as in this example: Mr. Nelson R. Diaz.

Use a period after each number and letter in an **outline** or **list**.

**Question marks** Use a question mark to end an **interrogative sentence**, or question.

Where did you go in Wisconsin?

**Exclamation points** Use an exclamation point to end an **exclamatory sentence**, that is, a sentence that expresses strong feeling. Use an exclamation point after an **interjection** that expresses strong emotions.

No kidding! I don't know where to begin!

## Using Periods and Other End Marks

Add punctuation as necessary in the following items.

1. Have you ever been in the Midwest
2. My mother grew up on a farm
3. She said there were more cows than people in her county
4. What a learning experience farm life must have been
5. My father, on the other hand, is from Washington, DC
6. Good grief I can't imagine what they found in common
7. The Midwest has always been a major food supplier to the rest of the nation
8. I Cereal crops
  - A Wheat (focus on Minn, Neb, SD)
  - B Corn (focus on Wisc, Ia, Ill, Ind)
- II Meat products
  - A Beef
  - B Pork

**Lesson  
1****Periods and Other End Marks****More Practice****A. Using End Marks**

Add punctuation marks where necessary in the following items.

1. My mother asked me if I had ever seen an egret before
2. It was right there in front of me Beautiful
3. What else did you see on your walk
4. Ice fishing is a popular winter activity in Wisconsin
5. Dr Harmon said he liked to get out around 6 AM
6. I asked if I could go fishing sometime
7. Can you come back in the winter
8. Was F Scott Fitzgerald from Wisconsin
9. I wonder who settled Wisconsin
10. Tell me about the Swedes
11. I Wisconsin geography
  - A Agricultural lands
  - B The Dells
  - C Forest lands
  - D Lakes and rivers
12. Look There are bears in those bushes

**B. Using End Marks in Writing**

Add the correct end mark at the end of each sentence in the following paragraph.

The Midwest is an important region in economic terms\_\_ But how does it rank as a vacationland\_\_ We went to Wisconsin to visit relatives\_\_ I didn't expect to see much more than the relatives themselves\_\_ How wrong I was\_\_ We spent some time in the Dells\_\_ Wow\_\_ What a ride we had on the river\_\_ Baraboo gave me another surprise\_\_ Who would expect circus history there\_\_ We saw the zoo at Milwaukee, historic sites around the state, and the most peaceful scenery you could imagine\_\_ I can't remember being bored during the whole two weeks we were there\_\_ For me, that's unusual\_\_ I'm not saying I want to go there every year\_\_ How many people go back to any place two years in a row\_\_ But ask me again in a couple of years if I'd like to visit Wisconsin\_\_ Then set a date\_\_



**Lesson  
1****Periods and Other End Marks*****Application*****A. Using End Marks in Writing**

Add periods, question marks, and exclamation points where necessary in the following paragraph. To add a period, insert this symbol ⓪. To add a question mark or an exclamation point, use a caret ^ and write the correct punctuation mark above it.

I've never been a bird-watcher I've never understood people who go out and do it as an organized activity. What's the point At least, that's how I used to feel But on my vacation last summer in Wisconsin, I took an early-morning walk one day In the half-light of dawn, in the mist along the Fox River, I saw an egret And it saw me We stood and looked at each other, and it seemed to accept me as part of the scene, nothing to fear Incredible The experience changed my attitude toward bird watching Now I go out whenever I can, hoping to run into an egret again

**B. Using End Marks in an Outline**

Write an outline for a brief composition on a vacation you have taken, or one you would like to take, somewhere within the United States. List at least three things you plan to see (or saw) on the vacation. Then list three difficulties or possible problems that you would prepare for, such as unpredictable weather. Be sure to punctuate correctly.

Title:

**I Things to see**

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

**II Difficulties to prepare for**

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

**Lesson**  
**2**

# Commas in Sentences

## Teaching

**Commas** are used to separate parts of a sentence.

Use a comma before the conjunction that joins the two independent clauses of a compound sentence. Do not use a comma to separate parts of a compound predicate.

The capital of Canada is Ottawa, but Montreal is Canada's biggest city.

In a series of three or more items, use a comma after every item except the last one.

Some of Canada's provinces are Quebec, Ontario, and British Columbia.

Use commas between two or more adjectives of equal rank that modify the same noun. The adjectives are of equal rank if you can substitute the word *and* for the comma.

Canada and the U.S. have a peaceful, cooperative relationship.

Use a comma after an introductory word or phrase.

Before the end of our trip, we took a group picture in front of Niagara Falls.

Use commas to set off one or more words that interrupt the flow of thought in a sentence.

Most of Canada's population, I might point out, lives close to the United States.

Use commas to set off nouns of direct address.

Jill, tell the border guard that all of us are American citizens.

Use commas to set off appositives that add extra information but are not needed to make the meaning of the sentence clear.

The biggest city, Montreal, is the largest French speaking city outside France.

Use a comma whenever the reader might otherwise be confused.

Before autumn, leaves start turning colors in the cool Canadian air.

## Using Commas Correctly

Insert commas where necessary in the following sentences.

1. The Saint Lawrence Seaway a major waterway allows ocean-going vessels to travel between the Great Lakes and the Atlantic Ocean.
2. At the end of construction in 1959 the Seaway had seven locks and a depth of at least 27 feet.
3. Roland what can you tell me about the Saint Lawrence Seaway?
4. From Montreal to Lake Ontario the Saint Lawrence is about 183 miles long.
5. The Lachine section I believe has an 18-mile canal and two locks.
6. Three of the five sections are located entirely in Canada and the other two sections contain segments in northern New York.
7. The Seaway provides a deep stable waterway for commercial ships.
8. The cargo shipments are largely wheat corn barley soybeans and iron.
9. After ice forms the Seaway closes for the winter months.

## Commas in Sentences

### *More Practice*

#### A. Using Commas

Insert commas where necessary in the following sentences.

1. The U.S.-Canada boundary in fact is about 4,000 miles long.
2. It winds from a fishing village in Passamaquoddy Bay Maine to Vancouver Island.
3. Did you know LaTisha that Americans account for about 80% of Canada's tourists?
4. We waited in a long line to go through customs on our way to Canada but we had almost no wait at all when we came back home.
5. The customs officer was a serious stern woman.
6. Unlike the United States Canada is a federal parliamentary democracy.
7. After we entered Canada we changed our speedometer to kilometers.
8. Washington Montana North Dakota and Minnesota are U.S. states that share long borders with Canada.
9. When the border appears the cars traveling to Canada must go through customs.
10. People living near the Canadian border naturally must go through customs often.

#### B. Proofread for Commas

Insert commas where they are needed. Use the proofreading symbol <sup>^</sup>.

Niagara Falls as you may know is on the Niagara River in western New York and southeast Ontario. It actually has two waterfalls. The Horseshoe Falls on the Canadian side is 176 feet high and the American Falls on the U.S. side is 182 feet high. Carrying about nine times more water than the American Falls the Horseshoe Falls has a crescent shaped crest line. An island Goat Island in New York separates the two falls. A small beautiful section of the American Falls near Goat Island is called Bridal Veil Falls. Since its formation 12,000 years ago erosion has pushed Niagara Falls upstream about seven miles.

**Lesson  
2****Commas in Sentences*****Application*****A. Proofreading for Commas**

Add commas there they are needed in the following paragraph. Use the proofreading symbol <sup>↑</sup>.

Dora we will be visiting Glacier National Park in Montana. It's located as you know near the Canadian border. Glacier National Park borders the Waterton Lakes National Park in Alberta Canada and together they form the Waterton-Glacier International Peace Park. Named for glaciers the park still has about fifty active ones. The biggest glacier in the park Blackfoot Glacier is located on the northern slope of Blackfoot Mountain. The glaciers provide water to more than 250 lakes. The beautiful peaceful Lake McDonald is surrounded by tall cliffs. In the summer around 1,000 species of wildflowers grow in the park. Wild animals such as bears elks mountain lions eagles and bobcats roam the lands.

**B. Using Commas in Writing**

Rewrite the sentences by following the directions in parentheses.

1. We packed before we left for Canada. (Include a series of items.)

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2. Campobello Island is an island in Passamaquoddy Bay. (Include two adjectives of equal rank that modify the same noun.)

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3. We drove straight to Niagara Falls. (Include an introductory phrase.)

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4. We saw our favorite animal at the national park. (Include a nonessential appositive.)

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**Commas: Dates, Addresses, and Letters***Teaching*

**Commas in dates** Use a comma between the day of the month and the year. If the sentence continues, use a comma after the year also.

On December 25, 1776, Washington crossed the Delaware.

**Commas in addresses** Use a comma between the name of a city or town and the name of the state or country. If the sentence continues, use a comma after the name of the state or country.

What happened at Lexington, Massachusetts, in 1775?

**Commas in letters** Use a comma after the greeting of a friendly letter and after the closing of a friendly or business letter.

Dear Dad,    Your daughter,

**A. Using Commas Correctly in Dates and Addresses**

Insert commas where necessary in the following sentences.

1. The Revolutionary War started at Lexington and Concord Massachusetts.
2. The British surrender was at Yorktown Virginia on October 17 1781.
3. The Battle of Bunker Hill was actually fought on Breed's Hill in Charlestown Massachusetts.
4. The young Marquis Lafayette was with Washington at Valley Forge Pennsylvania.
5. On July 4 1837 the Concord battle monument was dedicated.
6. Do you suppose that on July 4 2037 there will be an anniversary ceremony there?

**B. Using Commas Correctly in Dates, Addresses, and Letters**

Insert commas where necessary in the following letter.

476 Crescent Avenue  
Middleport NY 14006  
April 10 2000

Dear Grandpa Jim

Since you are interested in American history, I want to tell you about our field trip this year to Fort Ticonderoga near Albany New York. The trip was fun, and I learned all about the Green Mountain Boys and their leader, Ethan Allen. On May 10 1775 the Vermont patriots took Fort Ticonderoga from the British in a surprise attack. The fort is a museum now. During a demonstration, the museum guide let me help fire a cannon!

Your loving granddaughter  
Susan

**Lesson  
3**

# Commas: Dates, Addresses, and Letters

*More Practice*

## A. Using Commas Correctly in Dates and Addresses

Insert commas where necessary in the following sentences.

1. On December 16 1773 colonists of Boston Massachusetts objected to British taxes on tea by dumping a shipment of tea into the harbor.
2. Soon many were predicting war; on March 23 1775 Patrick Henry gave a speech in Williamsburg Virginia in which he said, "Give me liberty or give me death!"
3. Just a month later, on April 19 1775 the first battle of the Revolution was fought.
4. Shortly after, on June 15 1775 the Second Continental Congress, meeting at Philadelphia Pennsylvania, named George Washington head of the army.
5. Washington won an important battle at Trenton New Jersey on December 26 1776.
6. After the end of the war, the last British soldiers boarded ships to leave New York New York on November 25 1783.

## B. Using the Comma in Letters

Write these parts in the correct order on the lines below. Use commas where they are needed.

|                      |               |                                                                                                                                                                                                                                          |
|----------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4700 Crescent Avenue | With love     | It's been years since I've traveled through Albany New York and seen historic sites in the area. How were you lucky enough to be invited to take part in the cannon demonstration at Fort Ticonderoga? Did the cannon fire as it should? |
| Grandpa Jim          | Dear Susan    |                                                                                                                                                                                                                                          |
| Baltimore MD 21218   | April 21 2000 |                                                                                                                                                                                                                                          |

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**Lesson**  
**3**

# Commas: Dates, Addresses, and Letters

*Application*

## A. Proofreading a Letter

Proofread the following letter for punctuation errors. Insert commas where necessary.

476 Crescent Avenue  
Middleport NY 14006  
May 6 2000

Dear Grandpa Jim

You asked about my class's field trip to Fort Ticonderoga and how I was chosen to help fire a cannon in the demonstration. During our tour of the fort, the guide asked us about events of the Revolutionary War. Here are two of his questions: What happened on July 4 1776? Who almost turned over the American fort at West Point New York to the British? Everyone in the class could answer the first question, but I was the only one who knew about Benedict Arnold. So the guide chose me to help him. By the way, the cannon made a noise, but it didn't shoot anything at all!

Your loving granddaughter  
Susan

## B. Writing with Commas

Imagine that you're a soldier in Washington's army at Valley Forge during the terrible winter of 1777-78, and you're writing a letter to a family member at home. On the lines below, write the letter. Use the form of a friendly letter, using commas correctly.

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Lesson  
4

# Punctuating Quotations

*Teaching*

A **direct quotation** is a speaker's exact words. Use quotation marks at the beginning and at the end of a direct quotation.

"Chicken pox is a contagious disease," the doctor said.

Use commas to set off the explanatory words used with a direct quotation, at the beginning, middle, or end of the quotation.

The doctor said, "Chicken pox is a contagious disease."

"Chicken pox," the doctor said, "is a contagious disease."

If the quotation itself is a question or exclamation, the question mark or exclamation point should be placed inside the end quotation marks. Commas and periods always go inside the end quotation marks.

"Wait!" Mom objected. "Did you remember to take your medicine?"

If the quotation is part of a question or exclamation, the question mark or exclamation point should be placed outside the end quotation marks.

Did the doctor say, "You need to have a booster shot"?

A **divided quotation** is a direct quotation that is divided into two parts by explanatory words. Both parts are enclosed in quotation marks. The first word in the second part is not capitalized unless it begins a sentence. Review the above examples to see how to punctuate and capitalize a divided quotation.

A **dialogue** is a conversation between two or more speakers. When writing dialogue, indicate a change in speaker by using a new paragraph and a new set of quotation marks.

"Mrs. Abdalla," the doctor asked, "how long have you had this cough?"

"Well, I have felt sick for over a week," Mrs. Abdalla replied.

An **indirect quotation** is a restatement, in somewhat different words, of what someone said. Do not use quotation marks to set off an indirect quotation.

The doctor told me that I should start feeling better soon.

## Using Quotation Marks

Add quotation marks where necessary in each of these sentences.

1. Angela asked, Did you hear that Julian has pneumonia?
2. Did she say, I was sick with the flu last weekend?
3. Ouch! the child wailed. That shot hurt!
4. Kyle, asked Quinn, was your ankle surgery a success?
5. I was hospitalized for bronchitis last year, said Adrian.
6. Oh! Kristen moaned. I don't feel well.
7. Dave had to leave school early yesterday, reported Joshua, because he felt sick.
8. Can you give me information about visiting hours? Megan asked the receptionist. Are there any age limits for visitors?



## Punctuating Quotations

### *More Practice*

#### A. Writing Sentences with Quotation Marks

Add quotation marks, commas, and end marks where necessary in each sentence. If the sentence is correct as is, circle the numeral before the sentence.

1. I can't wait to visit my cousin in the hospital next week said Monica.
2. The patient stated Dr. Saito has Lyme disease.
3. The doctor announced I plan to treat her infection with antibiotics.
4. Did Terryn say I'm having my tonsils removed next month?
5. Wait! cried Hector. Do I really need to have an operation?
6. Is a throat culture dangerous? asked Mike.  
No the doctor said. It is a very common procedure.
7. Shaquille wants to know when his stitches will be removed.
8. Did the patient say Don't forget to sign my cast?
9. When will you feel well enough to come back to school asked Mr. Garvey.
10. Lindsey said I have to take my medicine every day because I have an ear infection.

#### B. Using Quotation Marks

Add the necessary quotation marks to the dialogue below.

Did you hear? David said, Connie broke her leg yesterday in the soccer game.

How long will she have to be in a cast? asked Eric.

About six weeks, replied David. The doctor said it was a clean break and should heal quickly.

Jodie asked, Can we all sign her cast when she comes back to school tomorrow?

Sure, said David. Maybe we can have a cast-signing party. That should cheer her up!

Great! Eric said. Then when she gets it off, she can keep it and always remember our last soccer game!

**Lesson  
4**

# Punctuating Quotations

## Application

### A. Correcting Misuse of Quotation Marks

Rewrite the following sentences, using quotation marks, commas, and end marks correctly.

1. Mindy said I'd like to go visit a friend who is in the hospital because of scarlet fever.

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2. What is strep throat asked Caitlin. And how will Sasha get rid of it.

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3. Lisa will most likely have a slow recovery, or so her doctor says explained Aida.

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4. You have to get better soon, so we can go play basketball again stated Malcolm.

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5. Did you hear the doctor say, Nicholas has the most unusual case of poison ivy I have ever seen.

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### B. Writing with Quotation Marks

Write a short dialogue that you might overhear in a hospital waiting room. Make sure that you indicate clearly who is speaking. Use quotation marks and other punctuation marks correctly.

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Lesson  
5

# Semicolons and Colons

*Teaching*

A semicolon separates elements of a sentence. It is stronger than a period, but not as strong as a comma.

**Semicolons in Compound Sentences** Use a semicolon to join the parts of a compound sentence if you don't use a coordinating conjunction.

We discovered two sunken vessels; however, only one yielded pieces of gold.

Use a semicolon between the parts of a compound sentence if the clauses are long and complicated, or when one or more of them contain commas.

Three ships sailed from Hispaniola; but only one, with a crew of 17 men, made it back to Spain.

**Semicolons with Items in a Series** When there are commas within parts of a series, use a semicolon to separate the parts.

We tracked voyages from Cuba; Jamaica, south of Cuba; and Haiti, southeast of Cuba.

**Colons** Use a colon in the following ways: to introduce a list of items; after the formal greeting in a business letter; and between hours and minutes in expressions of time. When using the colon to introduce a list, use it only after nouns or pronouns.

Dear Captain Phillips:

We will arrive at 11:45 A.M. Dr. Johnson's talk will cover the following islands: Martinique, Trinidad, and Grenada.

## Using Semicolons and Colons

Add semicolons and colons where they are needed in the following sentences. Replace or cross out commas if necessary.

1. Captain Kidd was tried and hanged, Sir Francis Drake was knighted by the queen.
2. In the 1500s and 1600s, pirate captains and navy commanders had common goals, and, to tell the truth, I don't see much difference between Kidd and Drake.
3. Thomas likes pirate stories, therefore, I recommended *Treasure Island*.
4. Alison likes three subjects language arts, history, and science.
5. We studied for three hours for that test, unfortunately, we studied the wrong material.
6. Let's ask Jonathan, he's the expert.
7. Sylvia is the most talented, however, she doesn't practice enough.
8. Successful diving for treasure depends on three things good research, good weather, and good luck.
9. The test is at 300, not 330.
10. This is a good treasure ground, but we didn't find anything valuable, except coral.
11. Treasure diving is fun, financing an expedition is hard work.
12. In the search of the ruins, one crew found gold, silver, and brass, but the other crew found wine bottles, wooden serving bowls, and an iron cooking pot.

**Lesson**  
**5**

# Semicolons and Colons

## More Practice

### A. Using Semicolons and Colons

Rewrite this book report, adding semicolons and colons where they are needed.

*Treasure Island* is one of the best pirate stories ever it's about an expedition in search of a buried treasure. It's written from the point of view of the good guys, but the most memorable character, without question, is a pirate, the one-legged Long John Silver. He has many attractive qualities great intelligence, leadership ability, and a fine sense of drama.

Another character, Ben Gunn, was once a pirate, however, the pirate crew to which he belonged left him marooned on *Treasure Island*. Now he joins forces with the good guys against Long John Silver and the pirates.

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### B. Using Semicolons and Colons

On the line to the right, write the word(s) from the sentence that should be followed by a semicolon or colon. Write the correct punctuation mark following each word. If the sentence is punctuated correctly, write **Correct**.

**EXAMPLE** Robert Louis Stevenson wrote these tales of adventure *Treasure Island*, *Kidnapped*, and *David Balfour*. *adventure*:

1. *Treasure Island* has all the elements of an exciting story intricate plot, interesting characters, dramatic situations, and suspense. \_\_\_\_\_
2. It's full of suspense, but the good guys, some of whom are interesting, some of whom are dull, win out in the end. \_\_\_\_\_
3. I stayed up until 10:30 three nights in a row reading it. \_\_\_\_\_
4. Jim begins the treasure hunt, he finds a map in the trunk of an inn guest who dies. \_\_\_\_\_
5. Jim gathers some trusted older friends to help him, but one of them, the squire, talks too much. \_\_\_\_\_

# Semicolons and Colons

## Application

### A. Proofreading a Play Review

The critic who wrote this play review didn't know how to use semicolons and colons. Prepare her review for publication by adding the needed semicolons and colons.

The new play at the Phoenix is about a cartographer, a mapmaker, but it's more interesting than you might think. The cartographer is a mysterious man, almost from the start of the play you know he's hiding something. He lives in the early 1700s, and he's always searching for maps of the Caribbean, especially any islands visited by pirates. He never works with the maps, what is he looking for? The play has attractive qualities strong writing, humor, interesting characters, and a surprise ending, which I won't give away.

### B. Writing Sentences with Semicolons and Colons

For each item, write a sentence that matches the description in parentheses.

**EXAMPLE** (sentence that uses a semicolon to join the parts of a compound sentence without a coordinating conjunction)

*The treasure was hidden on an island; only one map showed its location.*

1. (sentence that uses a colon in an expression of time)

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2. (sentence that uses a semicolon to separate parts when commas appear within parts of a series)

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3. (sentence that uses a semicolon to join the parts of a compound sentence without a coordinating conjunction)

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4. (sentence that uses a colon to introduce a list of items)

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Lesson  
6**Hyphens, Dashes, and Parentheses****Teaching**

Here are ways to use the hyphen, the dash, and parentheses.

**Hyphens** Use a hyphen if part of a word must be carried over from one line to the next. Only words of two syllables or more may be broken, and at least two letters must be on each line. Make sure that the word is separated between syllables.

**Correct:** val- ue          an- tique          old- er

**Incorrect:** valu- e          ant- ique          o- lder

Use hyphens in certain compound words, such as *self-made* and *man-hour*.

Use hyphens in compound numbers from twenty-one through ninety-nine.

Use hyphens in spelled-out fractions, such as *one-sixth* and *two-eighths*.

**Dashes** Use dashes to show an abrupt break in thought.

Each model you see—don't touch!—requires weeks of work.

**Parentheses** Use parentheses to set off material that is loosely related to the rest of the sentence.

Making ships in bottles (which seems impossible) is an enjoyable hobby.

**A. Using Hyphens in Compound Words and Fractions**

Write each of these words and phrases correctly, adding hyphens where needed.

1. fifty four stamps \_\_\_\_\_
2. two thirds complete \_\_\_\_\_
3. well balanced stamp collection \_\_\_\_\_
4. thirty two cent stamps \_\_\_\_\_
5. new self sealing stamps \_\_\_\_\_

**B. Using Hyphens in Words Broken Between Lines**

Underline each word that is broken correctly for use at the end of a line.

1. quart-er, dol-lar, nick-el, mone-y, bo-oks, penn-y
2. pict-ure, su- ccess, mod-el, bru-sh, eas-y, paint-ing

**C. Using Dashes and Parentheses**

Add dashes and parentheses where they are needed in these sentences.

1. My prized baseball card oh, no! is missing.
2. He has been making models airplanes are his favorite since he was a boy.
3. Putting together a model no matter how easy it may look always takes time.
4. Buying new baseball cards they are usually cheap is something I do quite often.
5. Shirley runs three miles every day it takes her half an hour.

**Lesson**  
**6**

# Hyphens, Dashes, and Parentheses

## More Practice

### A. Using Hyphens in Compound Words and Fractions

Write each of these words and phrases correctly, adding hyphens where needed.

1. four fifths of the real size \_\_\_\_\_
2. ill advised trading \_\_\_\_\_
3. several half dollars \_\_\_\_\_
4. eighty eight piano keys \_\_\_\_\_
5. riding all of the merry go rounds \_\_\_\_\_

### B. Using Dashes and Parentheses

Add dashes and parentheses where they are needed in these sentences.

1. Reading mystery novels mostly the ones by Agatha Christie takes up my evenings.
2. Painting you should most definitely try it is a good way to express yourself.
3. She might if I have anything to say about it change her mind about selling her coins.
4. Horseback riding you must have guessed by now can be a dangerous sport.
5. The first stitch in needlework see the drawing below is an important one to learn.

### C. Using Hyphens, Dashes, and Parentheses Correctly

Rewrite each sentence, correcting punctuation errors. If a word at the end of a line is broken incorrectly, but there is a correct way of breaking it, show the word broken correctly in your revision. If the word may not be broken, move it to the second line.

1. Soccer (which is still more popular in Europe has been my favorite pastime since I was a young child. \_\_\_\_\_
2. When I play soccer as you probably already know—I play halfback. \_\_\_\_\_
3. Our team (which is called the Blazers) has been the division champion for two years. \_\_\_\_\_
4. The playoff games you should come to one—if you get the chance are always very thrilling. \_\_\_\_\_
5. My coach says that if I keep practicing, I will make the varsity team. \_\_\_\_\_

**Lesson  
6****Hyphens, Dashes, and Parentheses***Application***A. Proofreading for Correct Punctuation**

Rewrite this paragraph on the lines below, adding or correcting the placement of hyphens, dashes, and parentheses as needed.

My brother as you might remember is a very talented juggler. Juggling which I find hard to learn—is the art of keeping two or more objects in the a-ir while tossing them back and forth in your hands. Four fifths of the time, he can juggle without dropping anything. He began as anyone would—with just three objects. Later, he wanted to try juggling, believe it or not, eggs! However, we convinced him to try hard-boiled eggs first.

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**B. Writing with Correct Punctuation**

Follow the directions to write and punctuate sentences correctly.

1. Write a sentence that requires a hyphen.

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2. Write a sentence that requires dashes and at least one hyphen.

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3. Write a sentence that requires a hyphen and parentheses.

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4. Write a sentence that requires two hyphens and either dashes or parentheses.

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# Apostrophes

## Teaching

Apostrophes are used in possessive nouns, contractions, and some plurals.

**Apostrophes in possessives** Use an apostrophe to form the possessive of any noun, whether singular or plural. For a singular noun, add 's even if the word ends in s.

Paul's ax     Jonas's lever

For plural nouns that end in s, add only an apostrophe.

the carpenters' tools     the workers' experience

For plural nouns that do not end in s, add an apostrophe and s.

the men's equipment     the deer's trails

**Apostrophes in contractions** A contraction joins two words by leaving some letters out. Use an apostrophe in a contraction to show where a letter or letters have been left out.

I would --> I'd     we will --> we'll     they have --> they've     she is --> she's

Don't confuse contractions with possessive nouns, which do not contain apostrophes.

it's (contraction, means *it is*)     its (possessive, means *belonging to it*)

**Apostrophes in plurals** Use an apostrophe plus s to form the plurals of letters, numbers, or words referred to as words.

Remember to cross your *t's*.

When I began to read, I read *was's* as *saw's*.

## Using Apostrophes

In each sentence below, underline the correct form of the two choices in parentheses.

1. The (levers / lever's) one of the simplest machines.
2. (Who's / Whose) able to name an even simpler one?
3. (Curtis's / Curtis') suggestion is the inclined plane.
4. He says (its / it's) simpler because there (arent / aren't) any moving parts.
5. Anna thinks (there / they're / their) using the term *machine* incorrectly.
6. "(What's / Whats') a machine?" she asks.
7. Her friends look up *machine* in (their / they're) dictionary.
8. (Its / It's) definition is "a device that performs work."
9. I guess (Im / I'm) confused about the (scientists' / scientists) definition of work.
10. While (your / you're) dictionary is open, look up *inclined plane*.
11. Look at that! There are four (*planes* / *plane's*) listed in the dictionary.
12. I think (we're / were) getting somewhere now.
13. (Let's / Lets) try to think of some other simple machines.
14. Is there anyone (whose / who's) willing to help me with this science unit?
15. These (children's / childrens / childrens') books on energy might be helpful.

**Lesson  
7**

# Apostrophes

## More Practice

### A. Using Apostrophes Correctly

In each sentence below, underline the word that uses the apostrophe incorrectly or should have an apostrophe but does not. Then write the word correctly on the line.

1. The troopers cars have flashing red lights on the top. \_\_\_\_\_
2. Theyre going to the store now for their supplies. \_\_\_\_\_
3. The chorus has it's rehearsal on Tuesday nights. \_\_\_\_\_
4. We're working through the list, but we're only up to the ms. \_\_\_\_\_
5. She's sure its going to be all right with her mother. \_\_\_\_\_
6. Charles' poem was selected for publication in his school's yearbook. \_\_\_\_\_
7. The five student's parents will be guests of honor. \_\_\_\_\_
8. Helens car wouldn't start, so she never made it to the game. \_\_\_\_\_
9. Whos going to the graduates' dinner with you? \_\_\_\_\_
10. Ive no idea who took your book. \_\_\_\_\_

### B. Using Apostrophes in Possessives

On the lines below, rewrite all the underlined phrases in this paragraph, and replace them with phrases using possessives with apostrophes.

When I was young, I used to play in (1) the workshop of my grandfather, and watch him work. I was fascinated by (2) his tools of the carpenter. When I was older, I'd borrow (3) the bike of my brother and ride wherever new houses were being built. I'd stay out of (4) the way of the men, but I would try to get a close-up look at (5) the equipment of the crew. I knew I wanted carpentry to be (6) the work of my life. For years people kept telling me that construction wasn't (7) the work of a woman, but I didn't believe that. Finally (8) the laws of the nation supported my opinion. It took me a long time, but I finally got (9) my card of a union member. Now I'm eager to encourage (10) the dreams of other girls to do whatever work they like.

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|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

# Apostrophes

## Application

### A. Proofreading for Use of the Apostrophe

Proofread the paragraph below for errors in the use of apostrophes. If a word uses an apostrophe incorrectly or is lacking a needed apostrophe, cross out the word. Then draw a caret ^ next to the error and write the word correctly above the error.

Have you ever thought of how a carpenters' tools find they're way into art and music? Think of a chisel, for example. It's operation depends on the principle of the inclined plane. Its a carpenter's machine. Yet its also a sculptors' machine. Without the hammer and chisel, they're would be no marble, granite, or wood statues. We would not have Michelangelos *David* or the Native Americans totem poles. The hammer and chisel have they're place in an orchestra, as well. Youll find the hammer in an orchestras' percussion section, and the chisel inside the woodwind's mouthpieces.

### B. Using Apostrophes in Writing

First rewrite each phrase below, using a possessive with an apostrophe. Then use your phrases in a paragraph about building a doghouse according to the directions in a magazine.

the dog of my family \_\_\_\_\_

the size of the dog \_\_\_\_\_

the directions of the writer \_\_\_\_\_

the carpentry tools of my father \_\_\_\_\_

the help of our neighbor \_\_\_\_\_

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Lesson  
8**Punctuating Titles****Teaching**

Quotation marks, italics, and underlining used correctly in titles show what kind of work or selection is named.

**Quotation marks** Use quotation marks to set off the titles of short works.

| Quotation Marks for Titles |                                                  |                         |                             |
|----------------------------|--------------------------------------------------|-------------------------|-----------------------------|
| <b>Book chapter</b>        | "An Unexpected Party,"<br>from <i>The Hobbit</i> | <b>Magazine article</b> | "According to<br>Herodotos" |
| <b>Short story</b>         | "The Lottery"                                    | <b>Song</b>             | "Home on the Range"         |
| <b>Essay</b>               | "The American Scholar"                           | <b>Poem</b>             | "Kubla Khan"                |

**Italics and underlining** Use italics for titles of longer works and for the names of ships, trains, spacecraft, and individual airplanes (but not the type of plane—Boeing 707). In handwriting, use underlining to indicate words that should be in italics in printed material.

| Italics or Underlines for Titles    |                                   |                               |                        |
|-------------------------------------|-----------------------------------|-------------------------------|------------------------|
| <b>Book</b>                         | <i>Swiss Family Robinson</i>      | <b>Epic poem</b>              | <i>The Odyssey</i>     |
| <b>Play</b>                         | <i>Macbeth</i>                    | <b>Painting</b>               | <i>American Gothic</i> |
| <b>Magazine</b>                     | <i>Rolling Stone</i>              | <b>Ship</b>                   | <i>U.S.S. Missouri</i> |
| <b>Movie</b>                        | <i>Beauty and the Beast</i>       | <b>Train</b>                  | <i>Phoebe Snow</i>     |
| <b>TV series</b>                    | <i>Law and Order</i>              | <b>Airplane or Spacecraft</b> | <i>Apollo 11</i>       |
| <b>Long musical selection or CD</b> | <i>Beethoven's Fifth Symphony</i> |                               |                        |

**Punctuating Titles Correctly**

Write each sentence, using quotation marks or underlining to set off titles.

1. The community theater group is putting on Shakespeare's *A Midsummer Night's Dream*.

2. The American Scholar is an essay by Ralph Waldo Emerson.

3. Apollo 11 was the spacecraft that took the first humans to the moon.

4. The Snows of Kilimanjaro is a short story by Ernest Hemingway.

5. The Sun Also Rises is one of Hemingway's best-known novels.

6. Anna sang Home on the Range, Red River Valley, and In the Gloaming for the pageant.

7. Calliope is a magazine for young people about world history.

**Punctuating Titles*****More Practice*****A. Punctuating Titles Correctly**

In each sentence below, insert quotation marks where needed and underline words that should be italicized.

1. The Lusitania was torpedoed by a German U-boat; the Titanic struck an iceberg.
2. At Stratford, we saw productions of Macbeth, As You Like It, and Henry IV, Part I.
3. Sailing to Byzantium is one of William Butler Yeats's greatest poems.
4. The name of Charles Lindbergh's plane was Spirit of St. Louis.
5. Anne Morrow Lindbergh wrote a famous book entitled Gift from the Sea.
6. The Mariner 9 spacecraft orbited Mars; Mariner 10 flew by Venus and Mercury.
7. Do you know who wrote the music to The Star-Spangled Banner?
8. Ludwig van Beethoven's Ninth Symphony sets Friedrich Schiller's poem Ode to Joy to music.
9. I loved Lewis Carroll's Through the Looking-Glass and What Alice Found There, especially the chapter Humpty Dumpty.

**B. Punctuating Titles Correctly**

Use each title given in parentheses in a sentence, punctuating the title correctly.

1. (play by Arthur Miller: The Crucible) \_\_\_\_\_  
\_\_\_\_\_
2. (short story by Nathaniel Hawthorne: Young Goodman Brown) \_\_\_\_\_  
\_\_\_\_\_
3. (magazine: Natural History) \_\_\_\_\_  
\_\_\_\_\_
4. (painting by Archibald Willard: The Spirit of '76) \_\_\_\_\_  
\_\_\_\_\_
5. (book by F. Scott Fitzgerald: The Great Gatsby) \_\_\_\_\_  
\_\_\_\_\_
6. (poem: Casey at the Bat) \_\_\_\_\_  
\_\_\_\_\_

